

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180033

Grants.gov Tracking#: GRANT12658568

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180033

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/21/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Administrators of the Tulane Educational Fund

* b. Employer/Taxpayer Identification Number (EIN/TIN):

720423889

* c. Organizational DUNS:

0537858120000

d. Address:

* Street1: 6823 Saint Charles Avenue

Street2:

* City: New Orleans

County/Parish:

* State: LA: Louisiana

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 70118-5665

e. Organizational Unit:

Department Name:

Center for Latin American Stud

Division Name:

Center for Latin American Stud

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Norey

Middle Name:

B.

* Last Name:

Laug

Suffix:

Title: Associate Director

Organizational Affiliation:

* Telephone Number: 504-865-5272

Fax Number:

* Email: norey@tulane.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Center and Foreign Language and Area Studies Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant LA-002

* b. Program/Project LA-002

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2018

* b. End Date: 08/14/2022

18. Estimated Funding (\$):

* a. Federal	2,197,966.46
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,197,966.46

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Norey

Middle Name: B.

* Last Name: Laug

Suffix:

* Title: Associate Director

* Telephone Number: 504-865-5272 Fax Number:

* Email: norey@tulane.edu

* Signature of Authorized Representative: Norey Laug * Date Signed: 06/21/2018

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Administrators of the Tulane Educational Fund

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	69,948.00	67,262.61	71,114.31	70,004.16		278,329.08
2. Fringe Benefits	13,616.55	13,479.43	13,925.33	14,349.45		55,370.76
3. Travel	26,894.00	10,158.00	27,042.00	7,230.00		71,324.00
4. Equipment						
5. Supplies	5,900.00	5,900.00	5,900.00	5,900.00		23,600.00
6. Contractual						
7. Construction						
8. Other	113,294.00	135,843.00	100,754.00	112,194.00		462,085.00
9. Total Direct Costs (lines 1-8)	229,652.55	232,643.04	218,735.64	209,677.61		890,708.84
10. Indirect Costs*	18,372.12	18,611.44	17,499.85	16,774.21		71,257.62
11. Training Stipends	309,000.00	309,000.00	309,000.00	309,000.00		1,236,000.00
12. Total Costs (lines 9-11)	557,024.67	560,254.48	545,235.49	535,451.82		2,197,966.46

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/25/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS, Arif Karim, 214-767-3261

The Indirect Cost Rate is 50.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Administrators of the Tulane Educational Fund		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Norey Laug	Associate Director
APPLICANT ORGANIZATION	DATE SUBMITTED
Administrators of the Tulane Educational Fund	06/21/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="The Administrators of the Tulane Educational Fund"/> * Street 1 <input type="text" value="6823 St. Charles Ave."/> Street 2 <input type="text"/> * City <input type="text" value="New Orleans"/> State <input type="text" value="LA: Louisiana"/> Zip <input type="text" value="70118-5665"/> Congressional District, if known: <input type="text" value="LA-002"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Norey Laug"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Norey"/> Middle Name <input type="text" value="B."/> * Last Name <input type="text" value="Laug"/> Suffix <input type="text"/> Title: <input type="text" value="Associate Director"/> Telephone No.: <input type="text" value="504-865-5272"/> Date: <input type="text" value="06/21/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1235-Tulane GEPA Section 427 Statement.pdf

Add Attachment

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Tulane University GEPA Section 427 Statement

Tulane University is committed to and encourages a diverse and inclusive community that respects and values individual differences. In support of this commitment, Tulane prohibits discrimination in its employment practices and educational programs/activities on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law. Tulane complies with applicable federal and state laws addressing discrimination, harassment, and retaliation. The University will take proactive steps including affirmative action to ensure that its education, research, healthcare services and community outreach activities are inclusive and responsive to the needs of underrepresented populations as required by law and Tulane Policies.

Tulane University developed the following strategic imperatives, as described in “Embedding Diversity and Inclusive Excellence, Tulane University 2013 – 2023 Strategic Plan”:

1. Sustain a diverse and inclusive Tulane community through successful recruitment and retention of faculty, students, and staff.
2. Embed diversity and inclusive excellence in research, teaching, and service.
3. Strengthen the cultural competence of Tulane’s community.
4. Examine institutional policies and practices to ensure that they sustain diversity and inclusive excellence.
5. Ensure sustained and committed leadership in diversity and inclusive excellence.

Several departments, organizations, standing committees, and practices support the university’s goals for strengthening and sustaining a diverse and equitable environment for all students, faculty, and staff. Among them are:

- 1) **The Asian, Latino/a, African American, Multi-Ethnic Alliance (The Alliance)** the purpose of Tulane’s ALAAMEA is strategic advocacy on behalf of Tulane University’s underrepresented faculty and staff community. These underrepresented groups include an alliance of members and allies of diverse social identity groups of the Tulane community including Asian, Latino, African American, Multi-Ethnic, and LGBTIQ faculty and staff. The Alliance exists to provide a forum for dialogue and subsequent action on issues and concerns that impact the university’s underrepresented Faculty and Staff.
- 2) **The Center for Academic Equity housed in Newcomb/Tulane College**, the Center for Academic Equity serves all self-identified underrepresented or non-traditional students. These communities include but are not exclusive to, students of color, LGBTIQ, and first-generation college scholars’ cohorts. Students from these communities bring to the Tulane student body, leadership, experiential wisdom, academic excellence, life skills, and important cultural and social perspectives. They drive Tulane University to fulfill its

mission as an inclusive, multicultural, academically rich research institution. Without student leaders who represent diverse identities, perspectives, and cultures, institutions of higher learning can easily reproduce homogeneity of thought as well as of knowledge. We are better educators, better people, intellectually more rigorous, and more representative of a democratic republic, as the number of under-represented students, increase on our campus.

- 3) **The Center for Engaged Learning and Teaching** holds various programs for faculty and students. The topics are diverse and include conversations that will help faculty gain a better understanding of microaggressions in the classroom, the difference between intent vs. impact and the effects of cumulative oppression on marginalized communities. Presenters also discuss with faculty participants how to facilitate constructive conversations around topics on diversity and inclusion with their students.
- 4) **The Goldman Center for Student Accessibility (Goldman)** has an interactive process designed to support students with approved accommodations. It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Tulane University. Goldman ODS is committed to providing equal access and a friendly environment for all who study and work at Tulane University. Students and employees with psychological, medical/physical, and learning/developmental disabilities are served. Through a collaborative relationship, modifications to the academic or work environment –accommodations– can be offered. The mission of this office is to provide services and promote an accessible environment to all members of the Tulane community.
- 5) **The Office of Gender & Sexual Diversity (OGSD)** mission is to work with all members of Tulane University to foster a climate of respect, understanding and appreciation for diverse genders, sexualities, cultures, and histories and to ensure an open and affirming learning environment, free of homophobia, heterosexism, transphobia, sexism, and other forms of gender- and sex-based bias and discrimination. OGSD works closely with the Office of Multicultural Affairs (OMA) to provide educational, social, and cultural opportunities that address how gender and sexuality intersect with race, ethnicity, class, nationality, disability, and religious identifications.
- 6) **The Office of Institutional Equity (“OIE”)** provides leadership to promote diversity, equity, and inclusion equal opportunity and plays a key role in strategic diversity planning and implementation. OIE is charged with developing Tulane’s Affirmative Action Plan, which identifies barriers to achieve equity and promotes strategies to recruit and retain a diverse workforce, including veterans and persons with disabilities. The Office provides training on topics that include, building cultural competencies in the workplace, understanding and elimination cognitive errors in the search process, leadership in a diverse community, cross-cultural communications, and preventing discrimination and harassment in the workplace and academic environment.

- 7) **The Office of Multicultural Affairs (The “O”)** established as part of the Division of Student Affairs in 1988, strives to promote the rich cultural resources of the Tulane community and to provide ethnic minority students, LGBTIQ students, and religious minority students with the academic, social, and personal support services that facilitate their transition to life at Tulane and in New Orleans. OMA strives to engage the larger community in affirming diversity and moving beyond tolerance and acceptance to begin the process of appreciating all of life's differences.
- 8) **The Phyllis M. Taylor Center** cultivates a diverse learning community of changemakers who use their skills, humility, expertise, gifts, and power to affirm the humanity of all people in the pursuit of a more just, sustainable, and equitable society. Our university-wide initiatives are globally-aware, community-oriented, and interdisciplinary. Our programs are grounded in the teaching, research, and practices of design thinking, social entrepreneurship, and social innovation.
- 9) **The President’s Commission on Race and Tulane’s Values** the purpose of the Commission is to craft the reforms necessary to make Tulane University a racially diverse, inclusive community, one in which all students learn the Tulane values of respect and equality. The Commission will focus first on recommending reforms that the President can implement immediately. The Commission will also strategize about longer-term goals that require more planning and will evaluate and prioritize reforms that require significant resources.
- 10) **The Senate’s Equal Opportunity and Institutional Equity Committee** functions to advise the Senate on the development and implementation of policies, procedures, and practices pertaining to, a) recruiting and retaining a more diverse faculty, staff, and student body; b) enhancing the implementation of diversity policies; c) improving the climate for under-represented faculty, staff and students. d) In fulfilling its advisory functions, the Committee is expected to work closely with the Office of Institutional Equity and other responsible parties with roles in improving affirmative action, institutional equity, and diversity at the University.
- 11) **Tulane’s Center for Public Service** Internship Program provides students with a competitive advantage by offering the opportunity to build skills and abilities through intensive community-based work. The Internship Program acts a three-credit second-tier public service course. To earn elective and public service credit through this program, students complete an internship and participate in an internship seminar.

Educational Programs and Support

To further Tulane’s commitment to matriculate, and graduate more students of color, ethnic minorities, LGBTIQ students, and students with disabilities the university has created a strong foundation to support diverse students. Tulane offers seminars and workshops and has created a network of community programs purposely designed to enrich the learning environment for its

students and to enhance diversity in its educational programs. In addition to these programs listed below, Tulane maintains a Diversity Database at <https://tulane.edu/race/diversity-database>.

- 1) **The Graduate Alliance for Education in Louisiana (GAELA)** – GAELA was formed in 2002 to address disparities in minority enrollment in graduate education and had continued success. During 2012 it was extended under a new name, **NSF AGEP Transformation (Alliance for Graduate Education and Professoriate)**, and a new coordinating institution, LSU. GAELA and AGEP are composed of six Louisiana universities: Tulane University, Louisiana State University, Xavier University of Louisiana, Dillard University, Southern University Baton Rouge (SUBR) and Southern University New Orleans (SUNO).
- 2) **LAMP** - The Program provides scientific research opportunities to minority students as a means of encouraging them to attend graduate school in the sciences.
- 3) **Legacy activities** - Ph.D. students assist in minority graduate student recruitment by communicating with undergraduate students at other universities that Tulane and its schools, departments, and administrative units are places that embraces diversity in its student body, faculty, and programs.
- 4) **Office of Multicultural Affairs** - The “O” offers counseling, mentoring and advising to over 20 ethnic and international student organizations.
- 5) **Project 1000** - Tulane participates in this inter-university consortium with the mission of increasing diversity in the national pool of graduate school applicants among Hispanic students. As a member, Tulane University waives application fees and accepts common "Project 1000" application materials from minority applicants. Project 1000 has facilitated minority applications in all fields. Since 2008 Project 1000 focuses on Science, Technology, Engineering, and Mathematics.
- 6) **Research on Race and Gender Issues** - As a research-intensive university, Tulane faculty conduct research and publish on various topics, including race and gender issues. Faculty publications in professional journals are read by faculty at other universities and assigned to students to read or use in research. Similarly, Tulane faculty present their research on minority and gender issues at professional conferences attended by undergraduate students. For example, the Chair of the Department of Psychology estimates that one-third of the faculty conduct research on issues of interest to minority students of color, including adolescent development among minority youth, stereotyping, and prejudice.
- 7) **The Louisiana Board of Regents/SREB Graduate Fellowships to Promote Diversity Program** - Since 2009 Tulane has received five of these competitive grants that have provided the financial resources to enhance its recruiting strategy among the national pool of minority Ph.D. applicants.
- 8) **The Office of Graduate and Postdoctoral Studies (OGPS)** – OGPS was created within the Office of Academic Affairs for graduate program oversight, policy development, and the enhancement of focused activities (e.g., grants, extra-mural coordination, recruitment).

OGPS coordinates participation in minority graduate school fairs, such as the McNair Scholars Graduate & Professional School Recruiting Fair, and the Graduate School Fairs at Xavier University and Dillard University, two local HBCUs. Representatives of the Office of Academic Affairs, Deans, Associate Deans, Departmental Chairs, and faculty participate in various graduate studies recruiting functions each year.

- 9) **The Gates Foundation Millennium Scholars Program** - Tulane partners with the Scholars Program to provide outstanding, low income African American, American Indian/Alaska Native, Asian Pacific Islander American, and Hispanic American students with an opportunity to complete an undergraduate college education.
- 10) **Tulane's partnership with the Posse Foundation** - The Posse Foundation is a nonprofit college-access organization that works with urban public high schools to identify, recruit and train dynamic minority and economically disadvantaged students and sends them to elite universities across the country. Posse Scholars are awarded four-year full scholarships to Tulane and enter an intensive eight-month college preparatory program to prepare for the rigors of academia. Tulane's Posse Scholars come from the Los Angeles, CA, and New Orleans, Louisiana. They are assigned when they arrive on campus to a university mentor who meets with them as a team each week and with individual scholars every two weeks during their first two years.
- 11) **Goldman Center for Student Accessibility** - Goldman partners with faculty in the educational environment. Faculty can help to minimize or eliminate the need for individualized accommodations by considering course design. With a vast spectrum of learners, universal design can meet the learning styles of many of our students. For more information about Universal Design for Learning (UDL), go to link: <http://guide.tulane.edu/2017/02/20/how-can-you-incorporate-udl-into-your...> Additional suggestions and information can be found at Accessible Syllabus: <https://accessiblesyllabus.tulane.edu/>.
- 12) **Upward Bound Program** – The Program offers tutoring and life-skills training that helps prepare 50 local ninth grade students from low-income families for college.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Administrators of the Tulane Educational Fund

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Norey Middle Name: B.
* Last Name: Laug Suffix:
* Title: Associate Director

* SIGNATURE: Norey Laug

* DATE: 06/21/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Thomas	F	Reese	

Address:

Street1:	6823 Saint Charles Ave
Street2:	Tulane University, Ctr for Latin American Studies
City:	New Orleans
County:	Orleans
State:	LA: Louisiana
Zip Code:	70118-5698
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
504-865-5164	504-865-6719

Email Address:

treese@tulane.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Tulane University
Stone Center for Latin American Studies
Abstract

Tulane University has 8,452 undergraduates, 5,129 graduate and professional school students, and a faculty of 1,754. From its foundation in 1834, Tulane University pursued a mission of advancing research in Latin America and the NRC's faculty today includes 67 core Latin Americanists, 12 associate, 33 affiliate, 10 emeritus, and 6 post-doctoral fellows. The NRC has 12 endowed chairs and professorships, 10 dedicated to Latin America, and 2 others held by Latin American scholars. Of the 200 tenure-rank faculty in the School of Liberal Arts, 36% are affiliated with the NRC, whose core faculty strengths are in Brazil (13), Cuba and the Caribbean (13), Central America (13), Central and Northern Andes (11), Mexico (10) and the Southern Cone (5). In the critical NRC departments of Anthropology, Art History, Communication, EEB, Economics, History, Political Science, Sociology, and Spanish and Portuguese, core Latin Americanists represent 42% of all regular, tenure-rank faculty members.

The NRC grants BA, MA, MA/MBA, MA/JD, PhD degrees, and a joint doctoral degree in Art History. The Stone Center and its Center for Inter-American Policy and Research and its Cuban and Caribbean Studies Institute are staffed by 2 tenured faculty, 3 administrative and research faculty, 1 lecturer, 4 professional staff, and 2 support staff. The Stone Center's mission is to ensure that our students gain comprehensive knowledge about Latin America through a mixture of academic study, specialized training, and research abroad. Its program embraces linguistic fluency, fieldwork, and direct engagement in Latin America and the Caribbean as essential to critical consciousness. The program encourages comparative studies that provide a profound understanding of differences among socio-cultural systems developed within Latin America. The Center also supports language instruction in Spanish, Portuguese, Haitian Creole, Kaqchikel, Yucatec, Chor'ti' and Nahuatl.

In the 2018-22 quadrennium, Title VI funds will be used to support (1) *Impact and Evaluation*: (a) graduate assistant for evaluation, (b) longitudinal study of Portuguese language proficiency of introductory and intermediate students, and (c) design of an assessment instrument for admission criteria; (2) *Commitment to Subject Area*: "Central American Forum on Human Development;" (3) *Strength of Library*: (a) LAL special collections workshops and (b) support for LASER; (4) *Non-Language Instructional Programs*: "Law, Politics, and Water—Comparative Perspectives from Latin America," a new interdisciplinary initiative with Tulane's professional schools; (5) *Quality of Language Instruction*: (a) senior lecturer in Portuguese language, (b) professional development for language faculty, (c) LCTL language assistants in Kaqchikel, Yucatec, and Ch'orti', and (d-e) support for STLILLA/ILCA and VAuLT-LAS; (6) *Quality of Curriculum Design*: (a) Workshops on Graduate Education and Curriculum and (b) conference on "Economics and Area Studies;" (7) *Outreach*: (a) teaching Latin America through literacy, (b) master teacher workshops, (c) new approaches to the use of film resources in the K-12 classroom, (d) integrating Latin America into STEM education, (e) mapping Latin America, (f) summer educator institutes, and (g) Latin American cuisine and foodways, (h) Latin American nights at the New Orleans Museum

of Art, and CLASP/NRC collaborations; and (8): *Competitive Priorities*: (a) internationalization of the curriculum with HBCU Xavier University and (b) “Global Studies Symposium on National Resource Center, Community College and Minority-Serving Institution Collaboration.”

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Criterion A: PROGRAM PLANNING, BUDGET, & IMPACT

The following NRC requests for the quadrennium are all designed to achieve the goals set forth for evaluation: (A-1) quality, (A-2) strengthened programs and effective use of resources, (A-3) reasonable costs, (A-4) long-term impact for graduate students and undergraduates.

1. Impact and Evaluation (Crit. C)

(a) Graduate Assistant for Evaluation. See **Position Descriptions**.

(b) Longitudinal Study of Portuguese Language Proficiency of Introductory and Intermediate Students. Students complete the AAPPL proficiency exam and a survey. The data is collected to ascertain overall proficiency levels and analyze program trends depending on various data points (such as previous Romance language knowledge or participation in extracurricular activities) that will allow instructors to improve student performance.

(c) Design of an Assessment Instrument for Admission Criteria. The NRC will engage an evaluation specialist to assess the relative predictive values of the NRC's graduate admission criteria as indicators of academic success as measured by faculty assessments of performance, time to degree, and the pursuit of academic or professional careers. The survey tool and results will be disseminated to participants in the Graduate Curriculum Workshop for use by others.

2. Commitment to Subject Area (Crit. D).

(a) Central American Forum on Human Development. Central America has been at the core of research by Tulane faculty since the 1950s and 1960s supported by Tulane's cofounding of CIAPA in Costa Rica in 1975. The NRC will institute the "Central America Forum on Human Development," which will host visiting scholars, sponsor lectures and workshops, and sponsor at eighteen-month intervals the Forum, which will convene scholars and political leaders, public intellectuals and journalists, and leaders from social movements and business to share their

perspectives on the challenges facing the region (YR 1 & 3).

3. Strength of Library (Crit. E).

(a) LAL Workshops. The NRC and LAL will inaugurate a pilot program of three workshops conducted by eminent scholars and librarians on issues central to the acquisition, use, and dissemination of core holdings in LAL's special collections (YR 1, 2, 3). They will examine the history of collecting unique classes of research materials and the research value of these unique classes of artifacts to expand our outreach to new constituencies, while exploring the possibility of establishing them as one-hour credit courses in the undergraduate curriculum.

(b) LASER. The NRC will support LAL librarians to attend the Latin American Studies Southeast Regional Libraries (LASER) consortium at FIU (YR 1) and at Vanderbilt (YR 3).

4. Non-Language Instructional Programs (Crit. F)

(a) Developing new Courses in the Professional Schools. To advance new collaborations with faculty in the professional schools, the NRC identified water resources—so fundamental to our region's ecology—as a critical theme for new course development with TLS's Institute on Water Resources Law and Policy, the Tulane By-Water Institute, and the Tulane School of Architecture (TSA), whose new dean is a Spanish landscape urbanist and a specialist in river ecologies. Our interdisciplinary initiative on "Law, Politics, and Water—Comparative Perspectives from Latin America" will bring four scholars from Chile, Brazil, Ecuador, and Bolivia for one-month residencies to conduct workshops, teach mini-courses, and/or design new courses that compare legal issues in the U.S. and Louisiana with those governing water management in their countries (YR 1-4). They will also work with Freeman's Energy Institute and TLS'S Center for Energy Law as conflicts over rights to water resources are frequently generated by rival demands by extraction industries, dams, and extensive capital-intensive agribusiness for water and energy

resources, a subject central to research by Tulane social scientists,, where CIPR supports five post-doctoral and affiliated faculty in the Research Group MEGA (Mobilization, Extractivism, and Government Action).

5. *Quality of Language Instruction (Crit. G)*

(a) *Senior Lecturer in Portuguese Language*. The NRC will support 50% of the salary of this position to improve enrollments and proficiency outcomes in Portuguese (YR 1-4).

(b) *Professional Development for Language faculty*. The NRC will support LCTL instructors to attend ACTFL, AATSP, and to take advantage of other professional development opportunities.

(c) *Indigenous Languages*. The NRC will support travel and language assistant salaries in Kaqchikel Maya (Fall, YR 1-4) and language assistants via synchronous video instruction in Yucatec Maya (Spring, YR 2 & 4) and in Ch'orti' (Spring, YR 1, 3). The NRC will continue to collaborate with Vanderbilt on the Summer intensive *Maya Language Institute* in Antigua, Guatemala to teach Kaqchikel and K'iche' Maya (Summers, YR 1-4).

(d) *STLILLA/ILCA*. The NRC will help sponsor and support travel and registration for Tulane attendees at Ohio State's conference on indigenous Latin American languages (YR 1, 3).

(e) *VAuLT-LAS*. The NRC will support workshops that will design a series of virtual and augmented reality modules in indigenous Latin American languages, Haitian Creole, and Portuguese—a collaboration with Vanderbilt, FIU, UNM, UF, Duke, and the University of Oregon's Center for Applied Second Language Studies, a Title VI LRC. (YR 1-4).

6. *Quality of Curriculum Design (Crit. H):*

(a) *Workshops on Graduate Education and Curriculum*. The NRC will convene two meetings of program directors, graduate advisors, and faculty overseeing required core courses in MA programs to discuss the challenges NRC programs often face in the absence of what most

discipline-based programs assume as a given, notably a common base of shared knowledge about the field of study and the methodological tools central to its practice. Participants will share data about their respective prerequisites for admission, the preparation of entering students, core degree requirements, the content of all required core courses, and the extent to which degree requirements follow specific tracks tailored to faculty strengths. The NRC will assess the patterns revealed by the data and identify individuals to assess current institutional practices and assumptions about the respective values of (1) content knowledge about the geography, history, institutions, and political trajectories of Latin America and (2) the mastery of distinct sets of discipline-based methodological skills. At the close of the first Curriculum Workshop (YR 2), participants will identify curricular modules that could deliver the knowledge and skills required by (1) unified programs with a broad interdisciplinary scope and (2) by others that include tracks, for example, for students concentrating on cultural studies, the social sciences, policy studies, or applied fields such as Public Health. These modules would be commissioned and presented at the second Curriculum Workshops for discussion, refinement, and publication (YR 4).

(b) Conference on Economics and Area Studies. Tulane begins AY 2018-19 with three Latin Americanist economists—two of whom occupy endowed chairs. At the inception of the Title VI program in the 1960s, many area studies programs were chaired by economists, but today a systematic review of course offerings in economics departments reveal only a handful of courses on Latin American economics. Eight economists will present papers on historical turns in the academy and highlight new directions and experiments in courses on Latin American Economics that are accessible to students without rigorous econometric prerequisites (YR 2).

7. Outreach and Dissemination (Crit. I)

(a) Teaching Latin America through Literacy. The NRC has developed a strong network of

professional development providers across the country to increase the capacity of educators and librarians to provide educational resources that promote diversity in their classrooms and collections. Members of this network, which includes the Hispanic Division of the Library of Congress, the Louisiana Center for the Book (LCFTB), the New Orleans Public Library (NOPL), Tulane's Teacher Preparation and Certification Program (TPCP), the Consortium of Latin American Studies Programs (CLASP), the Africana Outreach Council, the Middle East Outreach Council, and the South Asia Outreach Council, have planned a number of national and regional collaborative projects. On a national scale, the NRC will collaborate through CLASP and colleagues in NRCs from other world areas to expand the *Global Read Webinar Series*, an online webinar for librarians and educators on global children's and young adult literature (YR 1-4). Regionally, the NRC not only will provide new resources and bilingual programming for the *Pebbles Center* at the NOPL, but also will extend them regionally through LCFTB and provide sets of *Américas Award*-winning books to underserved libraries and schools throughout the state.

(b) Master Teacher Workshops. The NRC will continue to provide professional development to K-14 educators using both traditional and online workshops. It will work with its Teacher Advisory Council to develop four traditional and four online workshops and webinars (YR 1-4), including an annual online workshop with Stanford and the University of Wisconsin-Milwaukee for International Baccalaureate educators.

(c) New Approaches to the Use of Film Resources in the K-12 Classroom. The NRC possesses a film collection of over 4000 titles that are a key resource for K-12 educators. LARC will produce a series of workshops that will explore the innovative use of films in the classroom as well as ways in which accessible digital technologies can be used creatively to build web-based curriculum units that use film clips as a key resource (YR 1-4).

(d) Integrating Latin America into STEM Education. The NRC will integrate Latin America into STEM curricula through a number of strategic partnerships. The NRC continues to host *Celebración Latina*, an annual Latin American Children’s Festival during Hispanic Heritage month at the Audubon Nature Institute, and will now develop curricular units on the horticultural, zoological, and historical components of the recently expanded Jaguar Jungle exhibit that explore the basic ecological principles of plant, animal, and human interactions in both contemporary and historical contexts. The NRC will also collaborate with the Department of Anthropology, SSE’s K-12 STEM Education Outreach, and Tulane Teacher Certification (TPCP) to establish additional STEM curriculum units (YR 1-4).

e) Mapping Latin America. In response to K-12 educator feedback, the NRC, the Southern Food & Beverage Museum (SoFAB), Tulane’s Center for the Gulf South (CGS), and the TPCP will develop a series of enhanced Latin American historical maps as new tools for teaching geography and history, as well as curricular activities to accompany the new maps that will be shared at regional and national professional conferences and made available online (YR 1-4).

(f) Summer Educator Institutes. The NRC will host four summer institutes that address different groups of educators and their distinctive subject interests. Two are in Latin America (YR 1, 3) and two in the U.S. (YR 2, 4). YR 1: Social studies educators will focus on education and culture in Havana, Cuba. YR 2: Environmental science and arts educators will focus on environmental activism and the arts in Central America—a collaboration with Teaching for Change, Laberinto Projects, and the University of New Mexico. YR 3: Language and social science educators, including some participants from YR 2, will explore indigenous identities in Guatemala. YR 4: English language arts educators and librarians will focus on the representation of diversity and difference in children’s literature—an accredited course designed by the NRC,

the University of New Orleans' (UNO) College of Education and TPCP.

(g) *Latin American Foodways and Cuisine*. The NRC will continue the program initiatives instituted in the last cycle with the Culinary Arts and Hospitality Management Department at Delgado Community College with training workshops led by Latin American chefs. The program will now include the New Orleans Culinary and Hospitality Institute (NOCHI), the Ray Charles Program in African American Material Culture at HBCU Dillard University, and the Culinary Arts Department at the New Orleans Center for Creative Arts (YR 1-4).

(h) *Latin American Nights at the New Orleans Museum of Art (NOMA)*. The NRC in partnership with NOMA will develop a series of lectures, performances, films, demonstrations, workshops, and educational programs about Latin America once each May for a broad public who regularly attend what has become a popular venue on Friday afternoons and evenings (YR 1-4).

(i) *CLASP/NRC Collaborations*: The NRC will fund two educators to participate in professional development workshops sponsored by NRC members of CLASP (YR 1-4).

8. *Competitive Priorities (Crit. K).*

(a) *Internationalization of the Curriculum with Xavier University of Louisiana*. Xavier, a Catholic HBCU founded in 1925, inaugurates in AY 2018-19 a Core Curriculum that includes new required courses on "African American Heritage and Legacies" and on "Engaging Global Issues." Tulane will continue work from the last cycle with Xavier supporting curricular and extra-curricular programs with Latin American, mostly Caribbean, content. The NRC will provide faculty development funds to recruit Xavier faculty to prepare new courses or to integrate Latin American content into current courses. In addition, it will sponsor joint events and coordinate course offerings at both institutions to bring students together (YR 1-4).

(b) *"Global Studies Symposium on National Resource Center, Community College and*

Minority-Serving Institution Collaboration. This symposium, collaboratively sponsored by FIU, Tulane, UNM, and Vanderbilt and open to all NRC world regions, will facilitate professional development and networking for community college/MSI faculty who will present, discuss and build strategic plans related to NRC programming that benefits their institutions. Content foci may include, but are not limited to, building degree programs, developing and funding study abroad, developing summer institutes and designing impactful outreach. The NRC will host the symposium at Tulane (YR 1) and fund NRC and Xavier staff/faculty to attend others (YR 2-4).

Criterion B: QUALITY OF STAFF RESOURCES

B-1. Extent to which faculty and staff are qualified. Thomas Reese has served as Executive Director since 1999. Reese, formerly Vice-President of the College Art Association and Deputy Director of the Getty Research Institute, earned the PhD at Yale University in the History of Art. He has served as the Co-Vice Chair of the Council of National Resource Center Directors (CNRC) since 2008, and Co-Chair since 2015. Recent publications focus on historiographical issues and architecture and urbanism in turn-of-the-century Mexico City, Buenos Aires, and Panamá. Asst. Dir. James Huck, formerly Director of Latin American Studies at Albright College and a specialist on Mexican foreign policy under Salinas, earned the PhD with distinction at Tulane in 1997. He edited the five-volume series, "Global Studies: Latin America" for ABC-Clio Reference Publishers, and published *Mexico: A Global Studies Handbook* (2008) and *Modern Mexico: Understanding Modern Nations* (2017). He was the 2017-2018 President of the Southeastern Council of Latin American Studies (SECOLAS) and received the 2010 Gulf-South Summit's Award for Outstanding Faculty Contributions to Service-Learning Instruction. Asst. Dir. Edith Wolfe, a recipient of AAUW, Fulbright and SSRC fellowships and a cultural historian whose work focuses on ethnicity and identity in Brazil, received her MA in Latin

American Studies at UCLA and her PhD in Art History at the University of Texas. She is currently on the Executive Councils of SECOLAS and the Brazil Studies Association. Recent publications include essays in the Museum of Modern Art's *Among Others: Blackness at MOMA* and in the De Gruyter series on German-Brazilian encounters.

Academic Analytics' Faculty Scholarly Productivity Index, a rating system of doctoral programs based on quantitative assessments of faculty productivity, listed two programs at Tulane in 2006-07 among the top two in their respective categories: Latin American Studies under the category "Area and Ethnic Studies, Various" and Spanish and Portuguese under "Spanish Language and Literature." For 2006-07, Tulane's Stone Center was second in the category of "Area and Ethnic Studies, Various." Harvard's African and African American Studies Program was first, but Tulane's program was ranked first among those identified as Latin American Studies, ahead of UT Austin (third) and the University of New Mexico (eighth).

Development opportunities and overseas experience for faculty and staff. In the last quadrennium, the NRC funded 38 Summer Field Research Grants for faculty and professional librarians (averaging \$2,184 each) and provided \$67,938.49 in airfare and per-diem for 118 trips to professional meetings and workshops for faculty, staff, and graduate students.

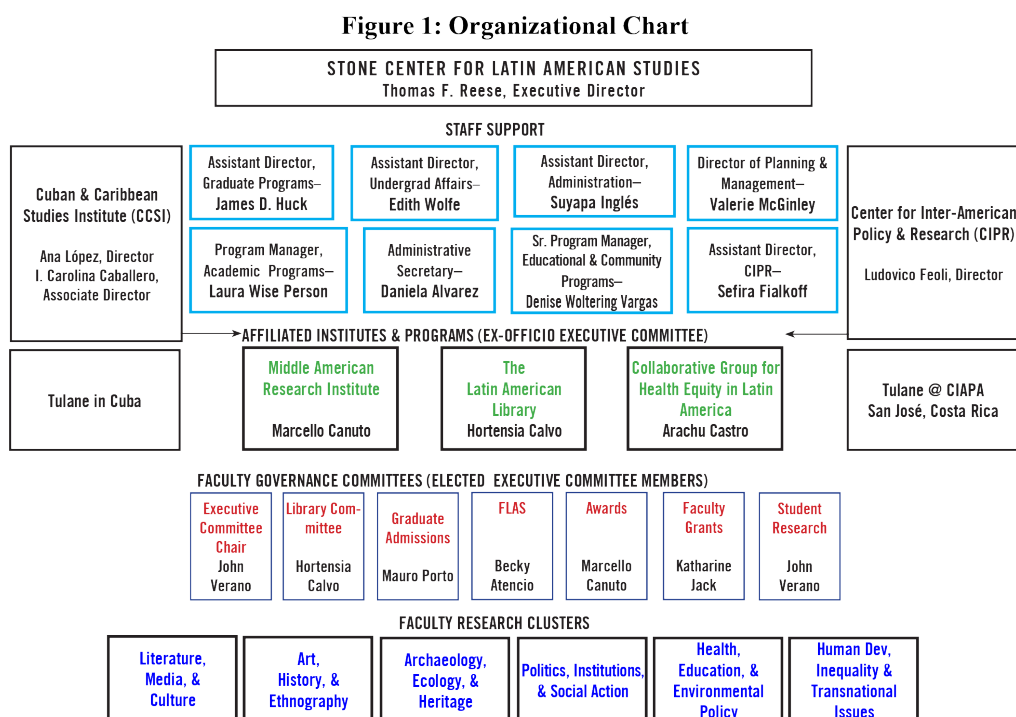
Time faculty and administrators commit to teaching and advising of students. The NRC sets the high standard that its 67 "core" faculty teach at least one 100% Latin American content course annually. In the last quadrennium, the NRC sponsored 764 non-language courses with enrollments of 13,619 that had 25% Latin American content (for course titles by department, see **Course List**). Within the NRC, Huck and Reese teach the core graduate seminar, Wolfe and Huck teach the undergraduate capstone, including the CLAS TIDES course, the honors section of "Introduction to Latin American Studies," and special-topics seminars. Reese spends 10% of

his time advising, Huck 40%, Wolfe 50%, and Wise Person 30%.

B-2. Adequacy of staffing and oversight. Thomas Reese, who has been Executive Director of the NRC since 1999, reports directly to the Senior Vice President for Academic Affairs/Provost. Under the umbrella of the Stone Center, Ludovico Feoli (PhD, Political Science) directs the Center for Inter-American Policy and Research (CIPR), where Assistant Director, Sefira Fialkoff, supervises daily operations. Ana López (Ph.D., Communication) and Assoc. Dir. Carolina Caballero, direct CCSI. Laura Wise Person, Program Manager for Academic Programs, coordinates CCSI activities and manages five NRC Summer Abroad programs. Valerie McGinley, Director of Planning and Management, is responsible for planning and supervision of outreach, media, publications, external partnerships, major gift solicitation, and grant applications, including the coordination of NRC- and grant-funded initiatives. She has served as Secretary/Treasurer of CLASP since 2013. Denise Woltering Vargas, Senior Program Manager of Educational & Community Programs, directs outreach activities, focusing primarily on K-12 teaching training activities. She has served as Co-Chair of the *Américas Award* for children's literature since 2011. Suyapa Inglés is Assistant Director for Administration and Daniela Alvarez is Administrative Secretary. The NRC also works closely on AY study abroad opportunities in Latin America with Scott Pentzer (Ph.D., Latin American Studies), Associate Dean for the Center for Global Education (CGE), and Annie Gibson (Ph.D., Latin American Studies), Administrative Faculty in the CGE.

The NRC has a system of governance in which committees make decisions on almost every issue of consequence. The Executive Committee (EC), which meets monthly, is composed of nine elected members representing (a) archaeology & history, (b) social sciences, (c) natural sciences & anthropology, (d) arts, media, and communication, and (e) the professional schools. There are

two faculty-at-large members and one graduate student representative. The directors of the CCSI, MARI, LAL, CIPR, and CHELA are ex officio members. Each elected member chairs one of the NRC’s standing committees and has responsibility for evaluating the purviews and performances of these programs on a biannual basis. The organization of staff resources and the interdisciplinary faculty research clusters and institutes are described in **Figure 1**.



6/4/2018

B-3. Nondiscriminatory practices and advocacy. Tulane University developed the following strategic imperatives in “Embedding Diversity and Inclusive Excellence” in *Tulane University’s Strategic Plan (2013-2023)*: (1) sustain a diverse and inclusive Tulane community through successful recruitment and retention of faculty, students, and staff, (2) embed diversity and inclusive excellence in research, teaching, and service, (3) strengthen the cultural competence of Tulane’s community, (4) examine institutional policies and practices to ensure that they sustain diversity and inclusive excellence, and (5) ensure sustained and committed leadership in

diversity and inclusive excellence. confirms a central commitment that the integration of intentional diversity efforts is a vital asset of institutional life.

Tulane's Diversity and Inclusive Excellence Statement (<https://equity.tulane.edu/diversity-inclusion>) asserts the university's central commitment to promoting an academic culture and environment that embraces equal opportunity and prohibits any form of discrimination based on race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status or veteran status. At Tulane, equal opportunity is central to fostering an environment for educational excellence.

Tulane's Office of Institutional Equity (OIE) works collaboratively across campus to provide information and education about relevant federal and state Equal Opportunity regulations. OIE is charged with conducting investigations that conform to Tulane's Equal Opportunity policies. OIE partners with Tulane's leadership to identify best diversity practices and to implement Tulane's Affirmative Action plans for women, minorities, veterans, and individuals with disabilities. The office also provides tailored educational services on such topics as workplace diversity, minimizing implicit bias in the hiring process, and equal opportunity practices.

Criterion C: IMPACT AND EVALUATION

C-1. Extent of Center's impact. The NRC's evaluation plan for impact is comprehensive and objective through the use of a performance tracking matrix to measure how its activities and training programs impact the university, community, and region & nation (**Table 1**). Each summer the NRC creates a schedule of events to be assessed in the coming year. During 2014-2018, the NRC collected qualitative and quantitative data through assessment instruments such as event surveys, exit surveys, online usage surveys, and focus groups in order to demonstrate

the impact of NRC events on target audiences and to demonstrate alignment of such activities with the priorities of the previous grant cycle.

University audiences. (1) In the last four-year cycle, 7,821 undergraduates and 948 graduate students enrolled in *language courses* (for competency requirements, see **Table 5**) and (2) 11,817 undergraduates and 1,915 graduate students enrolled in *non-language disciplinary and professional school courses*. Our Title VI reports of students enrolled in 15 hours or more of Latin American content and/or language courses record that 465 students received Bachelor degrees, 57 Master degrees, and 24 PhD degrees during the last cycle. A faculty committee evaluated the core seminar by reviewing a random sample of course papers and the NRC conducted exit surveys of all Latin American Studies graduates (for graduate placements, see **Table 2**). (3) The NRC, which offers annually approximately 100 Latin American-based lectures, conferences, films, and performances, and other academic *events on campus*, conducts a sampled selection of event interviews. We estimate faculty and student attendance at 8,000.

Community audiences. (1) In the last four years, the NRC sponsored 44 local workshops and presentations for 509 educators, and 1,074 educators attended 39 NRC *in-service and pre-service presentations* (See **Table 8**). The NRC conducted event surveys and interviews to identify larger themes and areas for improvement that guided our overall assessment plan in YR 3 & 4. (2) In the same period, over 12,000 people attended 342 *community events* (see **Criterion I**). They included, among many, the *Community Guatemalan Kite Festival* at the New Orleans Public Library and exhibits at the Consulate of Mexico, the Ogden Museum of Southern Art, the New Orleans Museum of Art, and the SoFAB Museum. The NRC conducted informal interviews on a 5-10% representative sample of attendees, who reported consistently that the programs were valuable in increasing their general understanding and professional development.

Region and Nation: (1) In the last quadrennium, K-12 teachers consulted 4,993 times the 114 online instructional resources developed in multiple formats by LARC. Users nationally played the sixty audio podcasts LARC developed over 1,110 times and requested over 300 loans from its Lending Library. In YR 2 & 4, the NRC used online surveys to assess the use and overall impact of this resource, and used feedback from the survey to improve online access and new acquisitions in collaboration of The University of Florida's Center for Latin American Studies (on LARC's Lending Library, see **Criterion I**). (2) In the same period, 366 teachers outside Louisiana attended 9 NRC workshops and online webinars, where exit surveys were conducted at every event. Respondents consistently reported increases in their knowledge and confidence. (3) Between AY15 and AY17, users submitted 132 interlibrary loan requests for LAL books, 359 researchers visited the Special Collections Reading Room, and 1,628 individuals attended LAL public events (see details in **Criterion E**). In the same period, there were on average 20,765 LAL website sessions annually.

C-2. National needs and dissemination of information to public. Continuing and future NRC activities described in **Criterion A** are constructed to meet national needs for language and area expertise in (1) Portuguese (a priority language and meets national needs of these federal agencies: Education, Defense, Energy and Transportation), (2) Spanish (a language that meets those of the Peace Corps), (3) Haitian Creole (a language that meets the needs of USAID), (4) Kaqchikel and K'iche' Maya (languages that meet the needs of the Peace Corps), and finally in (5) Western Hemisphere/Latin America and Caribbean/South America (a priority world region that meets the needs of Education and Transportation). Beyond these narrowly targeted agency needs, the activities of the NRC's new Center for Inter-American Policy and Research (CIPR) dramatically increased its capacity to generate and disseminate information about strategic

national issues. CIPR's sponsorship of hemispheric exchanges that connect scholars to decision makers in debates about critical policy issues have generated close collaborations with the Inter-American Dialogue, Americas Society, and SAIS among many other institutions. The many blog posts and sixty podcasts on CIPR's website capture its commitment to convening, debating, and disseminating information broadly about key national issues such as immigration, democracy, fiscal policy, equity, and inter-American relations.

The NRC gives high priority to sponsorship of events for faculty, students, and public constituencies (see **Criterion I**). The NRC will further expand its website with new capabilities to transmit in various media and to carry significant content about NRC Latin American programming to broader audiences. Between 2014-2018, the NRC site had 282,127 visits from 200,303 different users from over 200 different countries—88,252 were from the United States.

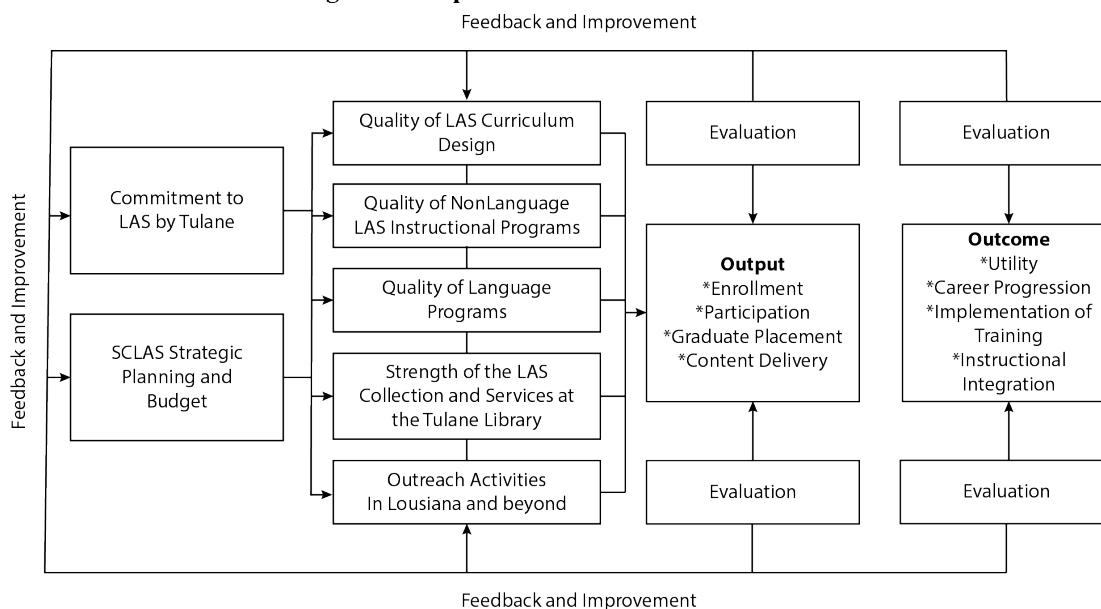
C-3. Provisions for equal access. Tulane University is committed to and encourages a diverse and inclusive community that respects and values individual differences. In support of this commitment, Tulane prohibits discrimination in its employment practices and educational programs/activities on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law. Tulane complies with applicable federal and state laws addressing discrimination, harassment, and retaliation. The university will take proactive steps including affirmative action to ensure that its education, research, healthcare services and community outreach activities are inclusive and responsive to the needs of underrepresented populations as required by law and Tulane Policies.

The composition of the Tulane faculty in Spring 2018 is 13 American & Alaska Native (0.7%),

209 Asian (11.9%), 75 Black or African American (4.3%), 93 Hispanic (5.3%), 42 undeclared (2.4%), 26 two or more races (5.3%), and 1,296 White (73.9%). The NRC frequently exceeds university averages as exemplified in its graduate cohort. In the last four-year cycle, the NRC enrolled 33 new students: 4 Latin Americans (12%), 1 Canadian (3.0%), and 1 Israeli (3.0%), and 27 from the U.S, including 4 Black/NH (12%), 6 Hispanic (18%), and 17 White/NH (52%). Six were males and 27 were females. For further documentation, see Tulane’s **GEPA Statement**.

C-4. Comprehensive evaluation plan. The NRC developed its evaluation plan with the Assistant Provost for Assessment and Institutional Evaluation. It has two strong features: a framework that draws strongly on the literature of effective evaluation research and on technical assistance sources. Our program assessments include qualitative and quantitative methods to capture the breadth and depth of the impact of language and area-studies programs. **Figure 2** illustrates our framework that incorporates evaluation, feedback, and re-evaluation into NRC operations and program delivery. The impact of all activities is measured in terms of *output* by

Figure 2: Impact & Evaluation Framework



enrollment, participation, graduate placement, and content delivery. The evaluation includes measures that gauge the *outcome* of NRC services manifest in reported utility, pursuit of related courses, career progression after graduation, implementation of new classroom material by K-12 teachers, and integration of content into course syllabi. The NRC developed its outcome-oriented system of evaluation (a) to measure the quality of, and access to, specific program services the NRC offers, (b) to provide meaningful feedback to faculty and staff for improvement, and (c) to collect cross-sectional and longitudinal information for overall NRC performance enhancement. The NRC evaluation plan is built on existing practices demonstrated in **Table 1**. Current evaluation measures capture immediate program *outputs* through measures of enrollments, participation, language proficiency, distribution numbers, and graduation rates. The NRC assessed all 2014-2018 activities and training programs for alignment with NRC/FLAS priorities and the extent to which performance data is captured. In addition, the NRC designed activities for K-12 educators to meet three goals: (1) to enhance teachers' knowledge in Latin American culture and language, (2) to increase the content rigor of K-12 curriculum on language and area studies, and (3) to provide pedagogical tools for classroom instruction. The summary of the overall impact of the NRC is sorted with respect to the target audience in terms of the outcome indices. The plan for the next quadrennium ensures that *outcome* measures are fully implemented through the continued refinement of assessment instruments and feedback mechanisms as detailed in **Figure 2**. Every Fall, NRC staff determine the events, programs and assessment opportunities to be targeted, and faculty, staff, and graduate student assistants are trained in the evidence-based framework of our evaluation plan. The NRC employs methods to identify representative samples of individuals and groups for more in-depth follow-up via focus groups or interviews so that the impact of activities can be better reflected and understood.

The NRC plans to enhance further evaluation components for the following target audiences in the next four years. **(1) University.** *Language:* All students enrolled in introductory and intermediate Portuguese will take the AAPL proficiency exam in lieu of a final exam. The data will be collected to ascertain overall proficiency levels and program trends based on various data points. *Masters-level:* The NRC will implement a FLAS fellow survey for all AY FLAS

TABLE 1: IMPACT & EVALUATION SUMMARY MATRIX				
	Impact		Evaluation	
TARGET AUDIENCE	Activity Objective and NRC/FLAS Priority Alignment	Specific Activities and Training Programs	Outputs & Outcomes	Monitoring & Assessment
<i>University</i>	Instruction in LCTL	Language Courses	Enrollment	Registrar
	FLAS Competitive		Language	Course evaluation
	Priorities 1, 2		proficiency	Faculty survey
	Address National Needs		Graduate	ACTL Interview/AAPL
			Placement	Testing
				Alumni Placement Data
<i>Community</i>		International	Enrollment	Registrar data
		and Area Studies	Graduate	Faculty survey
			Placement	Alumni Placement Data
		Faculty Development	Participation#	Faculty survey
	Teacher training	Instructional Resource	Downloads	
	Collaboration with MSIs & Community Colleges	Development	Distribution	
<i>Region and Nation</i>	Absolute Priorities 1, 2		Course	Participant Focus group
	Competitive Priorities 1, 2	Teacher Training	Integration	Event survey
		Faculty Development	Participation#	Participant/User report
			Content delivery	
		Programs, Events,	Participation#	
		Symposia	Content delivery	
<i>Region and Nation</i>	Teacher Training	Instructional Resource	Distribution	
	Collaboration with MSIs	Development	Downloads	
	& Community Colleges		Course	Participant Focus Group
	Absolute Priorities 1, 2		Integration	Event survey
	Competitive Priorities 1, 2	Teacher Training	Participation#	Participant/User report
		Faculty Development	Content delivery	
		Programs, Events,	Participation#	
<i>Nation</i>		Symposia	Content delivery	

recipients beginning Fall 2018. *Campus Events*: The NRC will evaluate events through a system of focus groups of students and faculty to be conducted every other year so that feedback may be used for planning purposes. **(2) Community. Professional Development Programs**: The NRC will conduct focus group sessions with randomly selected teachers one year after participation and will conduct in YR 4 a curriculum review with a cohort of Master Teachers who participated in at least one NRC program all four years.

In summary, the NRC has a comprehensive evaluation system to measure the impact of its activities and training programs. Its measures provide data that inform the planning and design of our services and offer evidence for program improvement. Working with the Assistant Provost for Assessment and Institutional Evaluation, the NRC will add features to address the longer-term impact of NRC services. Specifically, it will (a) fine-tune evaluation instruments to align with NRC expected outcomes and provide timely feedback to faculty and staff, (b) refine the NRC's use of the alumni network study career placements, (c) follow-up with teachers that participate in workshops to assess the extent to which NRC services have enhanced their teaching in terms of content and pedagogy, (d) work with collaborative partners and conduct ongoing joint assessments of planning, goal-alignment, and overall effectiveness of curriculum development and programing, and (e) ensure that the evaluation system is examined each year and adjusted by the evaluation team for effectiveness and feasibility.

C-5/6. FLAS Alumni Placements & Increases in supply of specialists (FLAS). Over the last four years, 11,817 undergraduates and 1,915 graduate students enrolled in 606 area studies and language courses; 7,821 undergraduates and 950 graduate students enrolled in Beginning & Intermediate language courses, and 1,934 undergraduates and 209 graduate students enrolled in Advanced Level courses. Since 1998, the NRC graduated 367 majors, 148 minors, 275 MAs, and

59 PhDs in its interdisciplinary Latin American Studies program. Among the PhDs, 28 are teaching at the university level (23 as tenured or tenure-track/tenured faculty & 5 as visiting faculty or researchers), 9 are employed in the private sector, 8 in non-profit administration, 7 in university administration, 3 in government, and 3 include a secondary school teacher, a medical doctor, and a librarian—only 1 is currently unknown. One NRC graduate was recently President of Costa Rica. **Table 2** represents the impact of our recent interdisciplinary Latin American

TABLE 2: Career Placements													
	2014-2015			2015-2016			2016-2017			Totals			
Sector	UG	MA	PhD	UG	MA	PhD	UG	MA	PhD	UG	MA	PhD	Sector
<i>Elementary or Secondary Education</i>	2		1		2		1		1	3	2	2	14
<i>Federal Government</i>		1					3			3	1		8
<i>Foreign Government</i>													
<i>Graduate Study</i>	4	3			3		2	3		6	9		30
<i>Higher Education</i>			4		1			1	1		2	5	14
<i>International Organization (in U.S.)</i>													
<i>International Organization (outside U.S.)</i>	2									2			4
<i>Private Sector (for profit)</i>	6	1					3	2		9	3		24
<i>Private Sector (non-profit)</i>	2				1	1	2			4	1	1	12
<i>State or Local Government</i>							2			2			4
<i>Unemployed/ Out of Job Market</i>			1									1	2
<i>Unknown</i>	5			34			15	1		54	1		110
<i>Military</i>							1			1			2
SUBTOTALS	21	5	6	34	7	1	29	7	2	84	19	9	
TOTALS		32			42			38			112		

Studies program graduates on different sectors. In addition to the NRC's interdisciplinary graduates, almost all graduate programs at Tulane that are critical for developing new research about Latin America have strong ratios of graduate students working

on Latin American topics (left) to those working on non-Latin American topics (right). In addition to Latin American Studies (32/0; 100%), they include Anthropology (41/20; 67%), Spanish and Portuguese (16/1; 94%), EEB (12/32; 27%), Art History (6/2; 75%), History (9/29; 24%), Linguistics (3/12; 20%), City, Culture, Community (2/15; 12%), Political Science (3/12; 20%), Global Community Health and Behavioral Sciences (2/28; 7%), and Economics (2/22; 8%). Between 2014-18, Tulane awarded 38 PhDs with Latin American foci out of a total of 94 degrees awarded in SLA—Anthropology (11), Latin American Studies (8), Latin American Studies/Art History (2), Spanish and Portuguese (11), History (4), Linguistics (1), Economics (2), and French (1).

C-7. FLAS and national needs. Over the last quadrennium, the NRC awarded 23 AY FLAS fellowships—16 were in Brazilian Portuguese (69.6%) and 7 in Haitian Creole (30.4%) (**FLAS Competitive Priority 2**). In the same period, the NRC provided LCTL training to 68 Summer FLAS fellows in Portuguese, Haitian Creole, Kaqchikel Maya, K'iche' Maya, Yucatac Maya, Nahuatl, Quechua, Quichua, and Achuar/Shiwiar. Of these AY and Summer FLAS Fellows, 36 utilize their LCTL training in their continuing work as graduate students and 13 in post-graduate careers that include private sector food services, financial services, and advertising/marketing services; non-profit advocacy and research; immigrant and refugee relief services; primary and secondary education; and adult ESL instruction. Over the last quadrennium, the NRC funded 21 undergraduates in its program with interest in the areas of national need to achieve higher levels of Portuguese and Kaqchikel Maya through Summer FLAS fellowships.

Criterion D: COMMITMENT TO SUBJECT AREA

D-1. Institutional Support for operations, faculty, library, et al.

Tulane has held NRC status since 1961 and occupies a unique position in the southern region. Few institutions of Tulane's size compare in the number of faculty, students, library resources,

and research support for Latin American Studies. This critical mass of individuals with shared commitments on a small campus facilitates interaction and community. The faculty of the Stone Center represents the largest interdisciplinary contingent of faculty associated with any department or program at Tulane. Latin Americanists represent 42% of all regular faculty in the departments of Anthropology, Art History, Communication, EEB, Economics, History, Political Science, Sociology, and Spanish & Portuguese; 40% are tenured. The Stone Center and Center for Inter-American Policy and Research (CIPR) have a combined endowment of \$56 million; an additional \$1.5 million pledge will be completed by 2020. The University's contribution of \$5.4 million supports 107 area studies and language faculty. Between AY16-17 and AY17-18, the NRC's faculty taught 319 individual language and area studies courses; 47.7% had 100% Latin American content, 14.4% had at least 50%, and 37.9% at least 25%. The Executive Director of

Table 3: University Support 2016-2017	Federal	Endowment	University Direct via NRC	University
1. Administrative Salaries*		674,205	349,181	
Fringe Benefits	21,331	358,540	109,829	
Conferences		51,326		
Supplies, equipment	7,157	31,961		
Travel	20,754	106,014		
Special Prog & Projects	1,878	108,007		
Student Assistants	1,482	7,273		
Miscellaneous	2,360	15,049		17,649
2. Teaching Staff	71,755	292,142		5,420,415
Post-Doctoral Research		287,923		
Faculty Research		13,290		
3. Library Staff		65,288		570,216
Library Acquisitions		29,452		360,168
4. Summer Programs*	5,163	858,416		
5. Outreach Salaries	31,479	32,328		
Outreach Activities	16,538	44,020		
6. Student Field Research		33,243		
Stipend/Tuition Waiver	210,000		395,571	861,325
Totals	389,897	3,008,477	854,581	7,229,773
<i>*additional support for International Linkages included in Operations (1), Teaching Staff (2)</i>				

the NRC reports directly to the Senior Vice-President for Academic Affairs/Provost monthly with him to discuss Stone Center initiatives. **Table 3** records all sources of financial support for Latin American research at Tulane in the six specified areas in **D-1**. In the last quadrennium, the NRC received grants from Louisiana Board of Regents (\$1.2 million), and recently received a grant of \$15,000 from the Tinker Foundation. In the same period, the Latin American Library received gifts and endowments of \$923,187 and the Middle American Research Institute, which has an endowment of \$4.9M, received \$864,480 in donations. The NRC and the University contribute to the operation of Tulane's new facility in Costa Rica, which includes an Academic and Administrative Building (1981; 12,626 sq. ft.) and a Student Building with two large apartments and 24 accommodations for students (1996; 16,791 sq. ft.). It is located on 2.7 acres in Curridabat to the east of San José, near the University of Costa Rica.

Tulane has been generous with its allocation of prime space on campus as the NRC's operations expanded. In 1997, the NRC occupied 3,500 sq. ft. in Jones Hall. In 2014, we occupied 6,624 sq. ft. at two campus locations. In December, we will receive additional space in Jones Hall for a total of 7,194 sq. ft., which will provide a small conference room and fourteen offices for CIPR, CCSI, and CHELA, six post-doctoral fellows, two visiting Greenleaf Professors, and two visiting scholars. In addition, MARI occupies 10,025 sq. ft. in remodeled Dinwiddie Hall.

The Stone Center installed a new Vaddio hi-definition camera system and Tesira audio system with in-ceiling microphones and beam array speakers to support the highest quality of web conferencing that will allow us to collaborate with other systems around the world. We also installed a new Streaming recorder that will allow presentations in the room to be recorded and saved to the 400GB hard drive for the broad dissemination of our programs.

Criterion E: STRENGTH OF THE LIBRARY

E-1a. Relative strengths of holdings. Tulane's Latin American Library (LAL) comprises 18.87% of the holdings of the Howard-Tilton Memorial Library. Tulane's monograph and serial holdings of 556,128 volumes, and expenditures for acquisitions, processing, and staff consistently place it among the top libraries as reported in SALALM surveys through AY15-16. In addition, MARI's collections include approximately 6,500 books, 150,000 photographs, 100,000 archival documents, and 40,000 objects.

Although the LAL's focus since its formation in 1924 has been Mesoamerica and the trans-Caribbean region, its collections encompass all Latin America and the Caribbean. Its Guatemalan, Belize, Yucatan Peninsula, and Chiapas holdings are perhaps the best in the United States. The LAL is also among the U.S. institutions that acquires the largest number of monographs and serials published in indigenous languages from Guatemala as well as extensive publications in Nahuatl, Yucatec, and other indigenous languages of Mesoamerica. LAL's Special Collections include unique collections of (1) original Mexican pictorial manuscripts, nine of which are from the 16th century, (2) several thousand colonial Mexican manuscripts, (3) native-language dictionaries, grammars, catechisms, legal dossiers, administrative proceedings, and notarial records from New Spain, (4) correspondence, political and religious pamphlets, flyers, and ephemera from almost every country in the region, (5) 121,120 still photographs and other graphic formats, (6) field notes, photographs and over 2,000 full-scale rubbings of Mayan relief sculpture made by Merle Greene Robertson, (7) personal papers and correspondence from major anthropologists and art historians of Mesoamerica, such as Donald Robertson, Ross Parmenter and Mary Elizabeth Smith, (8) original silver design drawings and papers documenting the work of Willam Spratling and other silver designers based in Taxco, Mexico, (9) significant runs of Brazilian 19th- and early 20th-century journals, most notably of the state

historical societies. Among recent acquisitions are the papers of Mexican statesman General Rafael E. Melgar, the Martínez Palma Collection of over 3,300 stereoscopic glass slide images of the Yucatan (c.1910-1930s), the Rubini Family Collection of 75 rare maps (1500s-1800s) with about 300 more to come, 400 photographs of Viki Ospina documenting Colombian cultures and society 1970s-1990s, the personal papers of William Spratling, and other extensions of our holdings of rare books, photographs, vintage postcards, printed ephemera, and manuscripts.

Financial support for acquisitions and staff by university. In AY16-17, the LAL budget was \$1,037,849: (1) acquisitions: \$389,620, (2) staff salaries: \$635,504, and (3) outsourced binding and cataloging costs: \$73,769. The university supports 6 FTEs in the LAL, which in AY17-18 included the Director, the Curator of Special Collections, the Research and Instruction Librarian, the Unit Coordinator, the Coordinator of Serials and Gifts, and the Administrative and Bibliographic Assistant. In addition, the university supported salaries of \$238,696 for Technical Services staff working on LAL materials in the main library (1.5 FTE Librarians, and 4 FTE Library Technicians).

Since AY02-03 the NRC and the LAL have secured endowments, gifts, and pledges totaling \$3,035,230. They include endowments of \$1.8M from the Zemurray Foundation for salary support for the Doris Stone Librarian and for acquisitions and special projects, and \$500K from Richard E. Greenleaf to support research by Latin American scholars in the LAL. Others include the Jim and Penny Morrill Endowment Fund for Mesoamerican Art History Acquisitions (\$49,057); the Abbye and Steve Gorin Endowed Fund for Photographic Materials (\$75,352); the Christian Pradel Endowed Fund for LAL Acquisitions (\$131,876); the Richard E. Greenleaf Latin American Library Endowment (\$165,000); a gift towards the acquisition of the Spratling papers (\$150,000); a pledge from Dr. H. Barry and Lucy V. Holt Endowed Latin American

Library Fund (\$50,000); and cash gifts totaling \$113,945. The NRC also received a \$500,000 endowment to support the integration and strategic growth of the collections at MARI and LAL.

E-1b. Availability of materials through cooperative agreements and online databases.

Tulane is a contributing member to several consortia: the Latin American Research Resources Project (LARRP), LAMP, Latin American Studies Southeast Region (LASER), Online Computer Library Center (OCLC), and Association of Southeast Regional Libraries (ASERL), and participates in the distributed resources project of the Association of Research Libraries (ARL) with responsibility for Guatemala and Belize. The LAL collaborated in a project to digitize complementary archival collections of Nicaraguan presidential papers and 19th century newspapers held at Tulane, the Instituto de Historia de Nicaragua y Centroamérica (IHNCA) and Centro de Investigación Regional de Mesoamérica (CIRMA). The LAL received two grants to digitize over 9,000 1960s audiotapes in the *Louis J. Boeri and Minin Bujones Boeri Collection of Cuban American Radionovelas*. They included \$8,768 in 2015 from LARRP for a pilot project in 2015 and \$229,189 in 2017 from the Council on Library and Information Resources (CLIR) to digitize over one third of the collection. Finally, The LAL has hosted the Secretariat of the Seminar for the Acquisition of Latin American Library Materials (SALALM) since AY05-06 and the SALALM Annual Meeting in AY08-09. Doris Stone Librarian Hortensia Calvo is Executive Director of SALALM, which Tulane will continue to host through AY19-20. Detailed information on web-resources, access, and use are provided in **Criterion C**.

Criterion F: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F-1. Courses in non-language disciplines and area coverage. In AY17-18, the NRC's faculty consisted of 67 core Latin Americanists, 12 associates, 33 affiliates, 10 emeritus, 8 visiting professors, and 6 post-doctoral fellows, representing the largest contingent of faculty associated

with any department or interdisciplinary program at Tulane. Our core faculty strengths today are in Brazil (13), Cuba and the Caribbean (13), Central America (13), Central and Northern Andes (11), Mexico (10), and the Southern Cone (5). Several cannot be classified by region (8). The structures of specific degree programs are shown in **Tables 6 & 7** and the breadth of disciplinary

TABLE 4: Course & Area Coverage	AY14-15	AY15-16	AY16-17	AY17-18
Liberal Arts & Sciences				
African Diaspora Studies	2	1	1	4
Anthropology	43	26	27	41
Art History	9	7	3	12
Communication	6	4	1	8
Dance	1	1	3	2
Earth & Env. Sciences	4	1	1	3
EBIO	7	6	6	14
Economics	11	2	0	7
English	0	3	3	0
French	0	5	3	4
Haitian Creole	3	2	2	3
History	22	25	15	25
Intern'l Development	17	3	5	10
Latin American Studies	13	19	10	15
Linguistics	0	1	0	1
Music	6	5	3	10
Political Science	16	16	14	15
Portuguese Language	4	4	5	4
Portuguese Literature	7	5	5	5
Sociology	12	5	5	5
Spanish Language	12	13	15	16
Spanish Literature	29	33	16	19
Professional Schools				
Architecture	3	3	4	4
Business	2	1	1	1
Law	5	0	1	3
Social Work	0	0	0	1
SPHTM	8	2	7	6
NOTE: Courses with multiple sections or courses repeated across semesters are counted as one course.				

and area coverage in **Table 4** and in the **Course List**.

Area courses in the professional schools. Tulane's six professional schools provide training options in a wide variety of fields. Over the last quadrennium, the professional schools offered a total of 52 courses with at least 25% Latin American content (**Table 4**). Of them, 7 courses had 100% Latin American content, 6 courses 50%, and 39 courses 25%. The NRC has joint degree programs with Tulane Law School and the Freeman School of Business, and the appointment of Arachu Castro as the Samuel Z. Stone Professor of Latin American Public Health has intensified collaborations with at

SPHTM.

(A) Tulane Law School's (TLS) excellence in the fields of international and comparative law, maritime law, and environmental law draws many Latin Americans to TLS, which maintains formal international exchange programs with Universidades de Buenos Aires (Argentina), de los Andes (Colombia), de Monterrey (México), and Autónoma de Nuevo León (México). In the wake of national reductions in Law School enrollments, TLS recently closed the Payson Center for International Development, which had several active field programs in international development law in Latin America. In the next quadrennium, the NRC and TLS faculty in environmental and energy law are collaborating on a new program on "Law, Politics, and Water" (see **Criterion A**). Also supporting future collaborations, the NRC has two new SLA faculty members who hold law degrees. Claudia Chávez Argüelles' field is Anthropology of the Law and the State and Camilo José Leslie's is Sociology of Law.

(B) In 2003, SPHTM opened the Health Office for Latin America in Lima (HOLA) to develop and implement public health research projects between Tulane and Latin American researchers. Subsequently in 2008, SPHTM established the Office of Global Health to foster international research collaborations and to fund Fogarty Scholars, a multidisciplinary global health certificate program for all Tulane students. Today, Valerie A. Paz Soldán, Richard Oberhelman, and Dawn Wesson work in Peru, Joe Keating, Thom Eisele, and Josh Yukich in Haiti, Carl Kendall in Brazil, Pierre Buekens in Mexico, Argentina, and Honduras, and Arachu Castro throughout Latin America. Castro also leads the Collaborative Group for Health Equity in Latin America (CHELA) and leads "Public Health in Cuba," a two-week graduate Summer Field Course at the Escuela Nacional de Salud Pública in La Habana that examines how Cuba has developed

universal health care with a special emphasis on the efforts to strengthen primary health care and to articulate it with more complex levels of care.

(C) The Freeman School of Business (Freeman) offers undergraduate study abroad opportunities at Universidad de Belgrano (Argentina), Fundação Getúlio Vargas (Brasil), INSPER (Brasil), Universidad de Chile, Universidad de los Andes (Colombia), ITAM (México), ITESM (México), and a semester abroad at ICADE in Spain. In 2007, Freeman established a Global MBA in collaboration with ITAM (Mexico City), IESA (Caracas), and Los Andes (Bogotá). The 36-hour program includes 17 hours of core MBA courses plus an international business concentration covering international leadership and teambuilding, global strategy and competition, negotiations, international finance, and global supply chains. The program cohort has typically included 5-10 Freeman students, 5-10 students from ITAM, 4-6 from IESA, and 5-10 from Los Andes, who during breaks in the course of their two-year MBA, attend classes in five countries with this international cohort.

Freeman has dual degree programs in Management and Finance with IPADE (Mexico),* ITESM (Monterrey),* ITAM (Mexico City),* IESA (Caracas),* Centrum Católica de Perú (Lima),* and Universidades Francisco Marroquín (Guatemala),* de Los Andes (Bogotá),* ICESI (Cali),* de Chile (Santiago), and de Puerto Rico (Río Piedras).* Freeman is currently revising the Global MBA program to include partner schools from China and Europe, thereby strengthening the diversity of the cohort in this degree program. Freeman provided PhD training to Latin American faculty at those schools with an asterisk and graduated 87 doctoral faculty from the top universities in Latin America. Leaders of most of these institutions participate regularly at Tulane as members of the Latin American Research Consortium that Freeman founded in 1995 to promote scholarly research on Latin American markets and business. Freeman also sponsors

Burkenroad Latin America, research reports whose objective is to improve the efficiency of capital markets and to promote the development and growth of public Small-to-Medium-sized Enterprises and less-traded firms in the countries covered by the business school's partners.

New initiatives include the development of a joint Master of Management in Energy program with EGADE of Tecnológico Monterrey to be offered in Monterrey and Mexico City and a joint Master of Finance program with Universidad Francisco Marroquín to be offered in Guatemala City and Panama City.

(D) International programs at the Tulane School of Architecture (TSA) will achieve new status under the incoming Dean Iñaki Alday, a Spanish architect and landscape urbanist, whose firm has pioneered the development of “hybrid infrastructures” of natural and built elements in projects in Spain, Buenos Aires, and Delhi that explore the relationships between cities and rivers. The NRC looks forward to strong new collaborations.

F-2. Interdisciplinary offerings. The NRC's revision of its BA interdisciplinary curriculum has been highly successful. For MA and PhD students, the introduction to interdisciplinary research following the NRC's curricular vision for Latin American Studies begins in LAST 7000. Currently, the seminar consists of five integrated units shaped around a core research project: (1) Area Studies, (2) Interdisciplinarity, (3) Professional Development, (4) Research Design, and (5) Case Studies of four broad research fields within Latin American Studies (humanities & cultural studies; history & social sciences; natural & environmental sciences; and applied & activist scholarship). The seminar provides (1) familiarity with Latin American area studies as a distinct intellectual tradition, (2) knowledge of how to design and carry out a field research project with academic rigor, and (3) the definition of a coherent research project that cannot be readily achieved by relying exclusively on disciplinary or even macro-disciplinary

methods. The ultimate goal of the seminar is for students to use their seminar research project and term paper as the basis for a more complete MA thesis or PhD dissertation, while also thinking more deliberately about their chosen track and related career/professional possibilities. In 2018-19, the NCS will institute the review and refinement of its graduate curriculum (see **Criterion A**).

F-3. Numbers of non-language faculty. Tulane has built over six-and-a-half decades an extensive, balanced, and engaged community of Latin Americanists. The combined effect of federal support, university commitment, and the NRC's capacity to raise external funds places us in a strong and balanced academic position. The NRC has 12 endowed chairs and professorships—10 dedicated to Latin America and 2 others held by Latin Americanist scholars. In 2014, a \$2.6 million gift established the Thomas F. and Carol M. Reese Distinguished Chair in Latin American Studies to endow the Stone Center's directorship. In 2017, the first Scott and Marjorie Cowen Chair in Latin American Social Science in the Department of Economics was filled, and a search for a second Cowen Chair in the Department of Political Science is now underway. The NRC also has a rotating Greenleaf Chair in Latin American Studies honoring a distinguished Latin Americanist, three full-time and two half-time faculty positions in the Center, three dedicated Latin Americanist lines in SLA, two post-doctoral teaching fellows in the Stone Center, four post-doctoral research fellows in the Center for Inter-American Policy and Research, and the financial capability to fund adjuncts or regular faculty to teach three to five special courses each semester. In the last quadrennium, the NRC also had 12 Latin American Greenleaf Fellows conducting research in the Latin American Library (LAL) and two Newcomb Post-Doctoral Fellows concentrating on Latin America and the Caribbean.

The NRC has been active this quadrennium in recruiting new faculty and fellows to support strategic foci. They included 13 regular faculty, six visiting faculty, 20 post-doctoral fellows, and 6 visitors in the Greenleaf Chair. In the same period, four faculty retired (D. Healan, R. Hill, F. Smith, G. Yeager) and nine others left the university.

The NRC has strong faculty representation in all critical departments. The following ratios of Latin Americanists (left) to non-Latin Americanists (right) in Spring 2018 reflect that strength: Anthropology (11/8), Art History (5/4), Communication (5/6), EEB (5/5), Economics (4/6), History (8/18), Political Science (6/15), Sociology (3/10), and Spanish and Portuguese (13/2). Latin Americanists represent 42% of all regular faculty in these departments, 40% are tenured (for the number and specialization of non-language faculty, see **Curriculum Vitae**).

Pedagogy training for instructional assistants. Tulane's Office of Graduate and Postdoctoral Studies (OGPS) and its Center for Engaged Learning and Teaching (CELT) offer workshops and resources for the training of TAs. In addition, since AY11-12 the NRC has required that all PhD candidates complete LAST 7950 (Pedagogy and Professional Development), which focuses on advancing their professional skill by developing interdisciplinary pedagogies for teaching our LAST 1010-1020 curriculum and by acquiring knowledge about career possibilities beyond academia. LAST 7950 also requires that prospective TAs partner with a current, experienced TA who serves as a peer mentor. Prospective TAs attend their peer mentors' LAST 1020 section, in which prospective TAs are also required to guest lecture and lead a discussion session. In this way, mentoring by current graduate student instructors advances the teaching skills of both parties. The Assistant Directors also observe graduate student instructors in the classroom at three points in their professional development, evaluating their pedagogical skills and development with quantitative and qualitative assessment methods.

F-4. Depth of specialized course coverage. Table 4 and the Course List demonstrate the NRC's thorough coverage of regions across a broad spectrum of methodological and disciplinary perspectives. In addition, Figure 1 shows the research clusters, institutes, and councils developed to support research and curriculum. The NRC provides funds from endowment to members of these clusters as incentives for collaborative and interdisciplinary work most frequently manifested in the conferences, colloquia, and lecture series (see Table 9).

Criterion G: QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

G-1 Extent of language instruction and enrollment. Tulane University offers language instruction in Spanish, Portuguese, Haitian Creole, Nahuatl, Yucatec Maya, Kaqchikel Maya, and Chor'ti'. Tulane pays 100% of the salaries of LCTL faculty members: Judith Maxwell, Schawe Professor of Linguistics and Anthropology (Kaqchikel, Yucatec Maya, Nahuatl) and Marc Zender, Assistant Professor of Anthropology (Nahuatl, Yucatec Maya, Chor'ti', and Maya Epigraphy). The Department of French and Italian is currently conducting a search for a regular faculty appointment as Professor of Practice for the position vacated by Marky Jean-Pierre (Haitian Creole), who leaves Tulane on July 1.

The Department of Spanish and Portuguese offers basic language courses at the undergraduate and graduate level. The NRC offers beginning Kaqchikel Maya every Fall semester and an intensive summer immersion program in Guatemala at the Beginning, Intermediate and Advanced levels. Students are encouraged to attend multiple summers in order to develop their skills. Three semesters of Haitian Creole are offered, and students continue their instruction through enrollment in independent studies course and summer institutes. Nahuatl, Yucatec Maya, and Chor'ti' are offered as one-semester graduate-level Anthropology courses. Native-speaker language specialists assist a professor in the classroom and work with the students individually

and in small groups.

The foreign language requirement for Tulane undergraduates adopted in AY18-19 states that “all students must demonstrate competency in a foreign language.” SLA requires proficiency in a foreign language by passing a course at the 2030 level (third semester) or above. This requirement can also be satisfied with an AP Score of 4 or 5, or an SATII score of 640. Additionally, students can also fulfill the requirement by taking a proficiency test at the beginning of the academic year.

The NRC urges students to apply for Summer FLAS fellowships to attend language institutes to increase proficiency at the intermediate and advanced levels. Tulane created a “teaching faculty” position of Professor of Practice (POP) to help professionalize lower level language classes: one POP Roxanne Dávila is the Basic Language Program Director, a second POP coordinates the SPAN 2040 (Conversation and Composition), and a third coordinates SPAN 3040 (Advanced Grammar and Writing). Other POPs teach SPAN 3290 (Business Spanish) and SPAN 3300 (Spanish for the Health Sciences) as well as content courses and basic language courses as needed. Adjunct Instructors typically teach three language courses in the Fall and two in the Spring. Adjunct Instructors and Graduate Teaching Assistants are trained and supervised by the Basic Language Program Director and annual pedagogy workshops are held for these instructors to ensure that they follow best practices in the field.

Senior POP Megwen Loveless, who has received graduate (2016) and undergraduate teaching awards (2018), came to Tulane in 2015 to direct the Basic Language Program in Portuguese. She has standardized the Portuguese curriculum across all Beginning and Intermediate levels, increased student proficiency attainment through innovative pedagogies, and created an extensive Portuguese language community with members both on and off campus.

The joint undergraduate major in Spanish and Portuguese maximizes undergraduate student retention beyond the intermediate level by requiring five courses in Portuguese third year or above and the same number of equivalent courses in Spanish. Every semester regular faculty offer at least one 4000-level and one 6000-level content course in Portuguese. The addition of a full-time faculty member and expansion of course offerings allowed the Portuguese program to meet the anticipated increase in demand for 4000-level courses without diminishing the experience of the advanced undergraduate and graduate students.

G-2. Levels of language training and disciplinary courses offered in foreign languages.

Table 5 and the **Course List** record all language courses regularly offered in AY16-17 and

TABLE 5: Language Enrollments 2014-2018								
<i>Language</i>	<i>AY14-15</i>		<i>AY15-16</i>		<i>AY16-17</i>		<i>AY17-18</i>	
SPANISH	UG	G	UG	G	UG	G	UG	G
Beginning	662	1	635	3	655	128	707	151
Intermediate	875	1	907	0	935	125	903	138
Advanced	263	0	269	0	275	94	297	150
<i>Spanish Total</i>	1800	2	1811	3	1865	347	1907	439
PORTUGUESE	UG	G	UG	G	UG	G	UG	G
Beginning	23	7	32	4	36	5	30	0
Intermediate	15	5	21	4	36	11	30	8
Advanced	29	12	10	1	20	5	26	6
<i>Portuguese Total</i>	67	24	63	9	92	21	86	14
LCTL	UG	G	UG	G	UG	G	UG	G
Ch'orti' Maya BEG	0	0	0	0	0	0	4	1
Ch'orti' Maya ADV	0	0	0	0	0	0	1	0
HC BEG	8	1	9	2	6	6	5	0
HC INT	3	1	0	0	0	0	3	2
HC ADV	1	3	0	1	0	0	0	2
Kaqchikel BEG	2	3	7	9	1	8	1	4
Kaqchikel INT	1	0	1	3	0	4	0	5
Kaqchikel ADV	0	0	0	3	1	1	0	3
K'iche' Maya BEG	1	3	0	2	0	2	0	2
K'iche' Maya INT	0	3	0	1	1	0	0	3
K'iche' Maya ADV	0	0	0	4	2	2	0	0
Nahuatl BEG	0	0	0	0	7	6	0	0
Spoken Yoruba	0	0	3	3	0	0	0	0
Yuct Maya BEG	0	0	4	6	0	0	11	1
<i>LCTL Total</i>	16	14	24	34	18	29	25	23
TOTALS	1883	40	1898	46	1975	397	2018	476

AY17-18. At present, the Department of Spanish and Portuguese offers many courses in Spanish and Portuguese on Latin American gender, identity, film, music, art, and popular culture, but few other courses on campus are taught in Latin American languages.

Nevertheless, in upper-level undergraduate and graduate courses, students are urged to use primary language source materials. In addition, Service Learning in courses with Latin American content include projects that enable students to utilize Spanish, Portuguese or Haitian Creole with Community Partners at the Hispanic Apostolate and other local NGOs. Students in PORT 1120 & 2030 received service learning credit for transnational tutoring via telecommunication and additional opportunities are being developed to work with local heritage speakers age 5-12 for upper level courses. For more information on Service Learning at Tulane, see **Criterion I**. The NRC holds regular Portuguese *bate-papos* that are attended by 3-4 faculty and 15-20 students. In Spring 2018, 17 *bate-papo* events were held and attended by over 100 individual students, faculty, and community members. The Hispanic Culture and Language Club (HLCC), which is a university-recognized student organization, holds events pertaining to Hispanic language and culture throughout the academic year.

The Department of Spanish and Portuguese offers two classes every year to address the needs of students in the professional schools. In SPAN 3050 (Business Spanish) and SPAN 3060 (Spanish for the Health Sciences), students study the Spanish language and Hispanic culture as it is used and shaped by these professions. These courses also provide the context for students to learn relevant vocabulary, linguistic register, and cultural practice related to these professions. These courses are usually offered every semester. In addition, a *Professional Portuguese* course has been developed with the outcome that students develop an understanding of the uses of informal/formal language in familiar/formal settings.

G-3. Numbers of language faculty. The Department of Spanish and Portuguese is the largest language department on campus. Spanish enrollments in AY17-18 were 2,346 students; Portuguese enrollments were 100 students. In the same year, 10 tenure-rank faculty offered

Spanish courses at the 3000-level or above, 7 Professors of Practice taught at the 1000-to 3000-levels, and 11 Adjunct Instructors and 7 Graduate Assistants taught at the 1000-3000-levels. In addition, 2 tenured faculty taught Portuguese courses at the 2000-7000-levels and a Professor of Practice offered courses at the 1000-2000-levels.

Exposure of staff to language pedagogy and performance-based evaluation. The Basic Language Program Director regularly enrolls in specialized training courses, attends the ACTFL National Convention, and implements innovative pedagogy standards including performance-based grading rubrics, ACTFL-style oral proficiency interview-style oral exams, open-ended communicative written exams, and integrated writing and oral assignments. As of the 2017 semester, the goals and objectives of the Basic Language Program integrate ACTFL's *Can Do* statements (published December 2013) as base target assessment points and align all courses with these statements to track projected proficiency levels. Before teaching, language Instructors and Graduate Teaching Assistants take the graduate-level course "Teaching Methodologies in Spanish" and participate in training sessions on language pedagogy, communicative methodology, evaluation techniques, assessment instruments, and peer observation sessions. The Basic Language Program Director observes the performance of all instructors in the classroom and gives detailed feedback to each instructor. Language teachers are urged to attend regular brown bag sessions, lectures, and workshops on best practices for engaged classrooms offered by CELT, where many lecturers and faculty serve as Faculty Fellows that has enabled them to explore, develop and refine their teaching practices. The Language Learning Center (LLC) holds regularly scheduled professional development events related to improving the quality of foreign language teaching and learning, in addition to an annual symposium on language pedagogy

where faculty from all of the foreign language departments share instructional resources, materials, classroom activities, and effective teaching strategies.

G-4. Quality of the program as measured by performance-based evaluation. Beginning & Intermediate Spanish and Portuguese course outcomes follow ACTFL's National Standards and the ACTFL Proficiency Scale. Courses are entirely communicative in nature. Written quizzes, oral interviews, compositions, essay-style examinations, and interactive task-based activities permit a thorough performance-based assessment of working language ability, and course activities are designed to move students progressively toward proficiency. Advanced courses build on these levels and continue to that end. Beginning in the Fall 2017, all students enrolled in introductory and intermediate Portuguese take the AAPPL proficiency exam. This data is collected in order to ascertain overall proficiency levels as well as recent program trends depending on various data points. Indigenous language courses are offered via a full immersion-style teaching approach, with students expected to produce and perform in the language from the first day and throughout the semester and summer programs.

Adequacy of resources for language teaching and practice. The Language Learning Center (LLC) provides media, facilities, equipment, and consultation services to enhance language education at Tulane. A growing collection of foreign language video material, currently numbering almost 1,500 titles, is available for use in class or for students to view independently. Region-free and multi-standard equipment allows for the screening of video filmed in any international format. Three technology classrooms with integrated projection systems are available for foreign language classes. The student computer language lab is open sixty-five hours per week. Faculty and graduate students have access to video editing equipment, a recording studio, computers, scanners, and a high-quality color laser printer. Additional

equipment available to faculty and graduate student instructors includes audio players, video carts with DVD players and monitors, projector carts with media projectors and laptops, and digital cameras. A fulltime technical support specialist is available to assist faculty with technology issues and to provide training sessions. An instructional technologist provides support for the technology rooms, student lab, and all equipment, and the LLC also provides periodic instructional technology training to all foreign language faculty.

Language proficiency requirements. All incoming undergraduate students fulfill an enhanced core curriculum foreign language requirement of at least one foreign language class at Tulane and demonstrate competency at the 1020/1120 level in that language. SLA requires competency at the 2030 level or higher. The syllabi for the introductory sequence of courses are directly linked to the ACTFL Proficiency Scale at the Intermediate-Low (1020 and 1120) and Intermediate-Mid Level (2030) and course objectives are specifically and intentionally linked to these proficiency guidelines. Undergraduate majors in Latin American Studies are required to move beyond the lower level language courses and urged to study abroad in language immersion programs. All must attain an Intermediate-Mid Level of language production on the ACTFL Proficiency Scale in at least one Latin American language and are required to conduct primary and secondary research using foreign language sources in LAST 4000. Undergraduate majors in Spanish and Portuguese are expected to attain a proficiency level of at least Advanced-Low on the ACTFL Proficiency-Scale. MA students must achieve an ACTFL equivalent rating of Intermediate–Mid for Spanish or Portuguese. PhD candidates must attain this score in two Latin American languages. The proficiency level of graduate students in Latin American Studies is assessed by an ACTFL Oral Proficiency-style interview with Amy George, a Senior Professor of Practice who attained limited certification as an ACTFL Proficiency Tester and full certification

as an ACTFL Proficiency Rater.

Criterion H: QUALITY OF CURRICULUM DESIGN

H-1. Baccalaureate degree programs, requirements, and quality. The NRC's unique undergraduate curriculum provides a rigorous, yet flexible framework able to accommodate

TABLE 6: Undergraduate Degree Requirements			
	BA Major	BA Minor	BA Honors
<i>Credit Hours</i>	30	15	30
<i>LAST 1010 & 1020</i>	Both	One only	Both
<i>LAST 4000</i>	Yes	No	Yes
<i>Major Concentration</i>	5 courses	3 courses	5 courses
<i>Elective Courses</i>	2 courses	2 courses	2 courses
<i>Language</i>	ADV Linguistic Competency: Spanish or Portuguese (passing grade 4000 level or above)	INT Linguistic Competency: Spanish, Portuguese or other Foreign Language (passing grade 2030 level or above)	ADV Linguistic Competency: Spanish or Portuguese (passing grade 4000 level or above)
<i>Enrolled Students AY17-18</i>	37	21	13
<i>Graduates AY17-18</i>	8	3	1

diverse career and academic interests of students. Developed with the assistance of some 50 area studies specialists, the curriculum features thematic clusters designed to resist claims of disciplinary ownership: Creativity, Encounter, Exchange, Identity, Land, Nation, Peoples, and Welfare. These structure the

introductory survey courses (LAST 1010 and 1020) and provide an interpretive framework for majors and minors to see how coursework taken in cooperating departments contributes to a holistic, interdisciplinary conception of the region. Service learning and community engagement, integrated into the introductory survey, enriches student learning while providing practical skills that underscore the real-world relevance of the field.

The thematic clusters increase the coherence of the baccalaureate degree program. The senior capstone seminar LAST 4000 revisits the themes as does LAST 7950 (Pedagogy and Professionalization), which trains PhD candidates to teach the introductory survey. LAST 4000

examines the intellectual and political trajectories of Latin American Studies, ethical questions of research and representation, and the unique possibilities of interdisciplinary scholarship.

Undergraduate students conduct original research based in primary sources, present their findings at a public conference with faculty discussants, identify real opportunities for area studies graduates and create a mock application, resume and cover letter for employment.

LAST 7950 (Pedagogy and Professionalization) draws on the issues introduced in the graduate level core seminar, developing strategies to present these ideas at the introductory level. LAST 7950, thus, reinforces a synthetic curriculum that tightly integrates the introductory and advanced undergraduate curriculum with graduate level core course work, while preparing graduate students to teach the unique NRC curriculum.

H-2. Academic and career advising. The NRC's senior academic staff provide general program counseling for all students in the program. Graduate advising occurs regularly as needed, but formal advising meetings occur twice each semester. The NRC also provides throughout the year regular professional and career-training workshops for graduate students that focus on grant writing, research proposal design, summer field research opportunities, etc. The NRC also encourages and supports graduate students in their own efforts to develop academic professionalism. For instance, the NRC provides funding for graduate students to organize and implement a full-scale graduate academic conference. Now in its seventh year, this conference takes place once a year over a 3-day period. Graduate students issue the call for papers, arrange the conference program, solicit and secure all keynote speakers and faculty panel discussants, and ensure the high academic quality of conference presentations in collaboration with NRC faculty and staff. In AY17-18, there were 20 papers by students from 12 universities. With regard to individual graduate student academic professional development, the NRC provides

dedicated funding to support student travel to present their research at other national and international academic conferences.

Undergraduate advising for all majors is required twice a year and is an integral component of the senior capstone seminar. NRC alumni are regularly invited to campus to speak about their careers and employment opportunities. Since AY14-15 thirty-one speakers from the State Department, the CIA, the Peace Corps, the White House, the World Bank, Save the Children, the World Wildlife Fund, the International Republican Institute and various specialists in international business, global sanctions and compliance in banking, cybersecurity, immigration and asylum law, refugee/unaccompanied minor advocacy and resettlement, international, adult and ELL education, consulting and monitoring and evaluation, public relations and minority advertising and representatives of NGO's and grass roots organizations spoke to students in LAST 4000, which requires students to find, post and review job listings with the goal of identifying transferrable competencies in their academic, extracurricular and professional experience relevant to the positions. The NRC mentors students in preparation for their participation in academic conferences, such as UT Austin's annual ILASSA student conference and other regional and national honors and undergraduate conferences. The NRC also acknowledges superior academic achievement among Latin Americanist students across the university in an annual Spring Awards Ceremony that recognizes the best graduate and undergraduate research papers in a variety of categories, as well as superior graduate student teaching. The NRC also hosts seminars and workshops each year that are designed to provide additional training and skills for graduate students; they are described in **Criterion F**.

H-3. Training options for graduate students and quality. Latin American Studies is among the largest graduate programs at Tulane. Each year, the NRC admits 8-10 new incoming

students. It currently has 11 students in the MA program with one as a joint degree candidate with the Law School. It also offers an interdisciplinary PhD in Latin American Studies with 26 candidates currently enrolled; eight are in a joint PhD program with Art History that offers a unique alternative to the current choice of either a disciplinary or an interdisciplinary degree. In all NRC degree programs, there is a focus on comparative perspectives that explore relationships between Latin American cases and those drawn from other world regions. In AY17-18,

TABLE 7: Graduate Degree Requirements					
	MA LAST	MA/ MBA	MA/ JD	PhD LAST	PhD Art Hist/LAST
<i>Total Hours</i>	30	75	103	54	54
<i>LA Credit Hrs</i>	30	24	24	54	48
<i>Core Seminar</i>	x	x	x	x	x
<i>Pedagogy Course</i>				x	x
<i>First Field</i>	4			10	10*
<i>Supporting Field</i>	2, 2	7	7	4,4	4,4
<i>Language</i>	x	x	x	x	x
<i>Fieldwork /Internship</i>	x			x	x
<i>Methods</i>				2	2**
<i>Comprehensives</i>				x	x
<i>Thesis/Dissert.</i>	x			x	x
<i>Students enrolled</i>					
<i>AY17-18</i>	10		1	18	8
<i>Graduates AY17-18</i>	5				2
* Art History is 1st Field ** Methods of 1st Field Discipline					

applications and enrollments in the NRC's graduate programs were among the three highest in the School of Liberal Arts (SLA), and our yield was 57%. Between AY14-15 and AY17-18, the NRC enrolled 39 new students; 24 graduated with MAs and 11 with PhDs.

H-4. Arrangements for study

abroad and access to other institutions' programs. Tulane offers both Tulane and third-party-sponsored study abroad opportunities in Latin America for undergraduate students. Tulane administers two sets of programs—one at the *Tulane at CIAPA* campus in San José, Costa Rica and another at Universidad de la Habana. In 1975, Tulane University and CIAPA (Institute for Research and Advanced Studies in Government and Public Administration), a Costa Rican non-profit “asociación,” established an academic “think tank” whose mission was to contribute to the modernization of the Central American states. Tulane and CIAPA concluded an agreement in

September 2009 for Tulane to operate the campus as *Tulane at CIAPA*. The NRC has conducted conferences and workshops there on an annual basis since AY10-11. To that end, the NRC has sponsored “Social Justice in Latin America” (Summer 2006), “Early Experience Abroad for Freshmen and Sophomores” (Fall 2012), “Altman Program in International Studies & Business” (Summer 2013 & 2014), “Tropical & Environmental Studies” (Spring 2014), and “Central American Experience” (Fall 2015). Tulane faculty teach all non-language courses with extensive travel, service learning, and fieldwork options; three of the programs are constructed as immersion language experiences. While research programs remain strong, generous offers from real estate developments adjacent to CIAPA and the desire for home stays by our students have led to a curtailment of undergraduate programs during the sale and restructuring of the facility in a transaction that will provide a new endowment to support future programming and research.

In 2008, Tulane University established an agreement with Universidad de la Habana to host a regular semester abroad program in Cuba, which it inaugurated in AY10-11. Since that date, 49 students have spent the Fall semester in Cuba with a resident Tulane faculty director. The NRC’s Cuban and Caribbean Studies Institute (CCSI) has also sponsored programs for Tulane’s School of Public Health and Tropical Medicine (SPHTM; 10 students in 2015, 11 in 2016, 16 in 2017, and 5 in 2018) and the Tulane School of Architecture (TSA; 14 students in 2016, 10 in 2017). The NRC also facilitated trips for others such as a visit by 10 students from Oxford College of Emory University in 2018. Over the past four years, the NRC has sponsored summer programs in Argentina, Costa Rica, and Cuba and leads two FLAS-eligible intensive language programs in Guatemala (Kaqchikel Maya/K’iche’ Maya) and São Paulo, Brazil (Portuguese). From 2014 to 2017, the NRC’s “Summer in Brazil” program has been attended by 91 students (45 graduate and 46 undergraduate students), most with FLAS summer fellowships from Tulane and others from

Duke, FIU, NYU, Ohio State, Penn State, Stanford, Vanderbilt, and the Universities of California, Georgia, Kansas, Michigan, Minnesota, New Mexico, North Carolina, Chapel Hill, Pennsylvania, Pittsburgh, Utah, and Wisconsin, Madison. In 2016, Tulane became the school of record for all CIEE abroad programs therefore undergraduates also enroll in JSA/JYA study abroad opportunities sponsored by CIEE, but continue to offer programs by SIT, OTS, IFSA-Butler, and Middlebury. Tulane students have attended semester and summer programs between Fall 2014 and Summer 2018 in Argentina (126), Bolivia (1), Brazil (118), Chile (46), Colombia (1), Costa Rica (16), Cuba (138), Dominican Republic (12), Ecuador (65), Guatemala (59), Mexico (2), Panama (5), Peru (9), Saint Martin (22), Suriname (12), and Uruguay (6).

Criterion I: OUTREACH ACTIVITIES

The mission of the NRC's outreach programs is to promote the study and understanding of Latin America through programs that ensure high academic quality and content that is accessible and relevant for our diverse audiences. At the core of our outreach activities is the Latin American Resource Center (LARC), whose mission is teacher training, the development of resources for K-12 education, and post-secondary and community programming. Valerie McGinley, the Director of Planning & Management, and Denise Woltering Vargas, the Senior Program Manager for Educational & Community Programs, plan and coordinate LARC activities utilizing feedback data from evaluation data and the K-12 Master Teacher Focus Group.

I-1a. K-12 outreach activities focus on (1) collaborative teacher training activities at national, regional, and local levels, (2) participation in professional meetings for educators, (3) school-site activities for educators and students, (4) the provision of curriculum resources through the lending library, (5) the publication of content-based materials, and (6) the delivery of materials through both the NRC and CLASP website (**Absolute Priority**). Collaborative teacher training

activities are conducted with other NRCs and organizations of professional educators. The NRC conducted national educator institutes that included *Reading Across Cultures* in Washington, D.C. (that became the *Global Read Webinar Series* offered online in 2018), the *Annual Tulane Maya K-12 Teacher Workshop*, *Integrating Portuguese in the K-12 Classroom* (in collaboration with Vanderbilt University and the University of Georgia), the Summer Teacher Competition (with CLASP), an annual *Cuban Culture & Society Institute* in Cuba. It also conducted the following local teacher training workshops among many more: *Day of the Dead Across the*

TABLE 8: K-12 Teacher Training Activities 2014-2018		
	<i># events</i>	<i>attendance</i>
<i>Professional Development</i>		
Local Workshops	17	374
Regional Institutes/Workshops	12	500
<i>Professional Meeting Presentations</i>		
Local Educator Meetings	27	135
Regional and National Meeting	16	560
<i>In-service and Pre-service Teacher Presentations</i>		
In-service teachers	29	874
Pre-service teachers	10	200
TOTAL	111	2643

Americas (with the Consulate of Mexico and the Ogden Museum of Southern Art), *Teaching the Maya, Latin American Connections Across the U.S. South: Foods of the Columbian Exchange* (with the Southern Food & Beverage Museum), and

Teachers: Cuban Literacy Campaign. The NRC brought Kaqchikel language and culture into the K-12 classroom with Kaqchikel language scholar, Ambrocía Cuma Chávez, who made visits to over 12 schools in the last quadrennium. The NRC made presentations at professional meetings at the American Council for Teachers of Foreign Languages, National Council for the Social Studies, CLASP, Latin American Studies Association, Louisiana Council for Social Studies, National Council for Teachers of English, the International Baccalaureate Teacher Association, and the National Latino Children's Literature Conference. In the last quadrennium, the NRC's site-specific school projects focused on the development of international and arts integration

content in New Orleans' public, private, and charter schools.

LARC's Lending Library is widely recognized as the largest available collection of Latin American film and curricular materials for educators nationwide. K-12 teachers accounted for 82% of the 915 registered users of LARC's online content. Between August 2014 and May 2018, LARC fulfilled 294 loan requests of 4,742 titles to 818 K-12 educators. LARC also published 56 new online curriculum guides and audio podcasts designed for the K-12 classroom. The NRC's units on Latin America are uploaded and are accessible to over 19,000 educators.

I-1b. Outreach at the postsecondary level. In the last four years, the NRC hosted scholarly programs for faculty, students, educators, and broad public constituencies; all appear on the NRC's website. Educators from Dillard University, Loyola University, the University of Holy Cross, Southern University of New Orleans, the University of New Orleans, and Xavier University attended LARC-sponsored educator-training activities and/or utilized the Visiting Speaker Bureau. Program Manager Woltering Vargas regularly speaks about NRC resource materials for pre-service teachers at Tulane, the University of Holy Cross, and Xavier University. The frequent attendance of students from Tulane's Teacher Certification Program at Stone Center events introduces them to Latin American content.

The NRC's most extensive postsecondary engagements, however, were the 332 events and conferences hosted by the Stone Center, CIPR, CCSI, and MARI that attracted in the last quadrennium 4980 faculty members from postsecondary institutions other than Tulane. Between August 2014 and May 2018, LARC loaned 337 items to non-Tulane postsecondary instructors.

I-1c. Outreach to business, government, media, and the public. In order to bring stronger focus on Louisiana's strong historical and economic ties to Latin America, the Executive Director has been active in board service to local institutions (Audubon Nature Institute, New

Orleans Arts Council, New Orleans Museum of Art, and Contemporary Art Center)) and state and national advisory committees (Louisiana's Division of Culture, Recreation, and Tourism and the Council of Directors of Title VI National Resource Centers for Foreign Language and Area Studies, where he has served as Co-Vice Chair since 2008). The Executive Director of CIPR serves on the Bureau of Governmental Research, Audubon Commission, and Greater New Orleans Foundation. NRC staff members serve in similar capacities on an even more extensive list of government and public agencies.

In the last quadrennium, the NRC focused on expanding our civic outreach activities. Most of the

TABLE 9: Business, Government, Media & General Public		
	<i># events</i>	<i>attendance</i>
<i>Business/Government</i>		
Local	83	360
Regional/National	8	320
<i>Media</i>		
Local	12	2,000
Regional/National	59	1,091
<i>General Public</i>		
Local	342	12,080
Regional/National	29	1628
TOTAL	533	17,479

following new projects are the fruit of the NRC's and CIPR's increased activities in each of the following areas. **(A)**

Economic Development. The NRC and CIPR support the development of the Commitment to Equity project

(CEQ), research supported by the Gates Foundation that focuses on the impact of taxation and social spending on inequality and poverty in individual countries providing guidance to governments, multilateral institutions, and NGOs. **(B) *Politics, Finance, & Trade.*** The NRC supports active collaborations with the Hispanic Chamber of Commerce, World Affairs Council, World Trade Center of New Orleans, and other civic organizations. CIPR alone hosted in the last quadrennium 83 seminars on key policy issues attended by over 360 local business leaders, fulfilling its mission of stimulating contact between scholars and decision-makers working on

Latin America. **(C) Public Libraries.** The NRC created curricular resources and sponsored diverse reading programs for local families at the Pebbles Center at NOPL's Children's Resource Center, to which the NRC contributed \$1,200 every year by contributing over 600 books and audiovisual materials about Latin America that have an annual circulation of 3,000. **(D) Media & Film.** The NRC collaborated with The Broad Theatre to highlight contemporary Latin American film makers and introduce educators to the latest films for their classrooms. The NRC collaborated with WTUL, Tulane's student-run radio station, to produce *Enlaces Américas*, an audio podcast series covering current key issues within Latin America and the community that was broadcast locally and available publicly on Soundcloud and all other podcast streaming providers for free download. In addition, the NRC served over 20 times in the last quadrennium as a resource on Latin American politics and culture for local and national news agencies. **(E) Performances.** The NRC partners with the Audubon Nature Institute, Delgado Community College, National Performance Network's *Performing Americas*, and Tulane's departments of Music and of Theatre & Dance to produce major public performances and festivals each year. Recent events include the NRC's annual *Celebración Latina* at the Audubon Zoo, Tulane's International Guitar Festival, and Delgado's International Music Festival. **(F) Exhibitions.** Since AY14-18, the LAL has held 14 exhibits and sponsored 21 public lectures and receptions that attracted over 1,000 non-Tulane visitors. The NRC collaborated with MARI on the exhibit "Faces of the Maya" that attracted over 1,200 visitors and included 23 K-12 field trips, several teacher workshops, and the development of educational material. **(G) Media and Government Outreach.** NRC faculty and staff frequently appear in print, radio, and television media outlets such as *Christian Science Monitor*, *CNN Español*, the *Discovery Channel*, *National Geographic*, *The New York Times*, *The Times-Picayune*, *The Wall Street Journal*, *Walt Disney Studios* as well

as local and Latin American news organizations (See **Table 8**). **(H) Service Learning.** Currently 50% or more of all introductory LAST survey courses are service-learning courses with opportunities for students to learn about Latin America by direct engagement with the local Latino community. They are complemented by upper-level service learning courses taught by the NRC's Post-Doctoral Teaching Fellows. These service-learning initiatives reinforce the value of public and civic engagement by training students for work in public sector institutions such as La Semilla, Catholic Charities, Delgado Community College, Hispanic Apostolate, International School of Louisiana, New Orleans Public Library, Office of Economic Development, and Puentes/LatinOLA.

Criterion J: FLAS AWARDEE SELECTION PROCEDURE

The NRC currently awards AY FLAS fellowships in Portuguese and Haitian Creole. The Tulane Graduate School provides full tuition waivers (valued at \$52,855 each) for all AY students and discounts Summer tuition for its own FLAS-approved Summer program in Kaqchikel Maya and Brazilian Portuguese, thereby increasing the pool of FLAS funds available for AY and Summer FLAS awards. **Table 10** records awards over the 2014-2018 grant period.

Of the 23 AY FLAS fellowships awarded during that period, 16 have been for Brazilian Portuguese (70%) and 7 have been for Haitian Creole (30%) (**FLAS Competitive Priority 2**).

Of the 68 Summer FLAS fellowships awarded during that period, 21 were awarded to undergraduate students and 47 to graduate students, covering study of the following languages:

TABLE 10: FLAS Fellowships Received & Awarded								
	<i>AY14-15</i>		<i>AY15-16</i>		<i>AY16-17</i>		<i>AY17-18</i>	
	Rec'd	Awards	Rec'd	Awards*	Rec'd	Awards*	Rec'd	Awards*
AY	5	5	5	5	5	7	5	6
SUM	6	12	6	21	6	19	6	16

**Increases in awards due to tuition payments converted to FLAS fellowships. Multiple awards to individuals included in tabulation.*

Brazilian Portuguese (30), Kaqchikel Maya (25), Quechua (4), Achuar/Shiwiari (3), Haitian Creole (2), Kichwa (1), Nahuatl (1), K'iche' Maya (1), and Yucatec Maya (1). Information on FLAS fellowships and the application process is posted on our website and is communicated to applicants, affiliated faculty, and relevant administrators across the campus. For AY FLAS fellowships, this process takes place in the context of our regular graduate admissions cycle. Applicants for AY FLAS fellowships complete the regular graduate admissions application and are requested to file a FAFSA to determine financial need (**FLAS Competitive Priority 1**). The graduate admissions application elicits information on GPA and GRE; and our AY FLAS application instructions ask applicants to note in their statement of interest (1) whether their career plans involve language education or government service and (2) whether they have another specific need to learn a LCTL. As part of its normal admissions practice, the NRC director convenes in late-February/early-March the Graduate Admissions Committee that is composed of faculty from across disciplines and schools, half of whom either teach or conduct research in the less-commonly taught languages of the region. The Committee ranks candidates according to the following criteria: (1) need for the target language given research/study interests; (2) citizenship status; (3) intention to pursue government service; (4) GPA, GRE, and quality of academic background; (5) disciplinary or professional school affiliation, and (6) financial need.

In August/September, the NRC posts updated information for the next year's FLAS Summer Fellowship Competition on its web site and distributes information to students, faculty, departmental chairs, and deans. The NRC also conducts an informational webinar on the Summer FLAS program about 2-3 weeks prior to the application deadline and circulates notice of this webinar widely. Students complete a short application by a mid-February deadline. The

selection is weighted heavily to each student's need for the target language and the relevance of such language acquisition to his/her academic program of study. Priority is given to Tulane students although non-Tulane students are welcome to apply, especially to attend Tulane-based programs. The Summer FLAS Selection Committee prioritizes funding for students in the following order: Summer FLAS-approved institutes sponsored by Tulane (Portuguese and Kaqchikel Maya); approved Summer Institutes at other institutions for languages offered during the academic year at Tulane (Nahuatl, Yucatec Maya, K'iche' Maya, Haitian Creole); and for programs not offered at Tulane but with demonstrated need by the applying student. Financial need is also factored into decisions.

The NRC requests for the next quadrennium, 8 AY and 6 Summer awards annually. The NRC will reserve at least two Summer awards for undergraduate students at Tulane.

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Tulane University
Diverse Perspectives and Areas of National Need

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended requires that each institution of higher education desiring a grant (NRC and/or FLAS) shall include in the application –

- (1) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs (3000 characters); and
- (2) A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and nonprofit sectors (3000 characters).

Diverse Perspectives

The NRC is committed to exploring a broad range of diverse perspectives. Debate is central to its (1) mission that fosters "a community of scholars representing a broad spectrum of ideas, interests, disciplines," (2) pedagogy that provides "a more profound understanding of differences among socio-cultural systems," (3) public programs that inviting participants who will stimulate debate about contested and controversial issues, and (4) outreach and service learning activities that bring the academy into contract with a broad range of perspectives emanating from the diversity of its community partners.

We are committed to rigorous scholarly inquiry that meets the highest evidentiary and ethical standards. Our programs and pedagogy are conceived with the express purpose of fostering intellectual debate and the free exchange of ideas from various analytic and political perspectives on issues affecting Latin America. We are firmly committed to the free expression of a diversity of ideas. Participants in our programs represent a broad range of professions and institutions (government, NGOs, and community organizations) with the express goal of promoting probing diverse perspectives about the topic at hand. This is achieved through consultations with a broad range of stakeholders in order to insure that there are not only participants who represent a diverse range of views, but also to develop audiences with a similar diversity of opinions interested in debating these issues. The university provides a unique place to discuss deep differences of opinion in a collegial manner in order to promote a fuller understanding of the issues.

The mission statement of our newest Center is emblematic of our commitment to these goals: "The Center for Inter-American Policy and Research is devoted to inter-hemispheric exchanges that will advance the production and dissemination of knowledge about critical policy issues facing the Americas as well as the deepening of academic research in these areas. Its aim is to stimulate contact between scholars and decision-makers working on the region at different locations and in different languages, enriching their production by enabling the confluence of multiple perspective"

Encouraging Government Service in Declared Areas of National Need and in Education, Business, and Nonprofit Sectors

The NRC also provides throughout the year regular professional and career-training workshops, and alumni are regularly invited to campus to speak about their careers and employment opportunities. Since AY14-15 thirty-one speakers from the State Department, the CIA, the Peace Corps, the White House, the World Bank, Save the Children, the World Wildlife Fund, the International Republican Institute and various specialists in international business, global sanctions and compliance in banking, cybersecurity, immigration and asylum law, refugee/unaccompanied minor advocacy and resettlement, international, adult and ELL education, consulting and monitoring and evaluation, public relations and minority advertising and representatives of NGO's and grass roots organizations spoke to students in LAST 4000.

In addition, over the last quadrennium, the NRC awarded 23 AY FLAS fellowships—16 were in Brazilian Portuguese (69.6%) and 7 in Haitian Creole (30.4%)—and provided LCTL training to 68 Summer FLAS fellows in Portuguese, Haitian Creole, Kaqchikel Maya, K'iche' Maya, Yucatac Maya, Nahuatl, Quechua, Quichua, and Achuar/Shiwiar. Of these AY and Summer FLAS Fellows, 36 utilize their LCTL training in their continuing work as graduate students and 13 in post-graduate careers that include private sector food services, financial services, and advertising/marketing services; non-profit advocacy and research; immigrant and refugee relief services; primary and secondary education; and adult ESL instruction. Over the last quadrennium, the NRC funded 21 undergraduates in its program with interest in the areas of national need to achieve higher levels of Portuguese and Kaqchikel Maya through Summer FLAS fellowships.

APPENDIX: Short Curriculum Vitae of Core Faculty, Affiliate Faculty and Professional Staff at Tulane University

TABLE OF CONTENTS

Definitions of Faculty and Staff Status

Faculty

Core faculty of the Stone Center for Latin American Studies hold regular faculty appointments, engage in research in Latin America, and teach one or more Latin American content courses or direct M.A. theses or Ph.D. dissertations on the area. *Associate* faculty are regular faculty who engage in research in Latin America or teach Latin American content courses. *Affiliate* faculty are regular faculty or administrators with demonstrated research interests in Latin America.

Professional Staff

Professional staff members at Tulane University occupy non-clerical positions and have job responsibilities which are vital to those activities associated with the obligations of the Title VI National Resource Center.

Definition of Language Levels

Language levels are determined by faculty through a ranking scale modified from the most recent American Council on the Teaching of Foreign Languages assessment scales. Language proficiencies are based upon all four major language rating criteria: speaking, reading, writing and listening. An average of these four core criteria determines faculty proficiency ratings. Ranking scale is 1-5, from lowest to highest level of proficiency based in the declared language. Language ratings are self-reported by faculty and staff.

Name	Title	Status	Page #
SCHOOL of LIBERAL ARTS & SCIENCES			
Anthropology			
E. Wyllys Andrews V	Professor Emeritus	Emeritus	2
William Balée	Professor	Core	6
Victoria R. Bricker	Professor Emerita	Emeritus	9
Marcello Canuto	Professor/Director, Middle Amc Research Institute	Core	12
Dan M. Healan	Professor Emeritus	Emeritus	26
Robert M. Hill	Professor Emeritus	Core	28
Katharine Jack	Professor	Core	32
Judith Maxwell	Professor	Core	39
Sabia McCoy-Torres	Assistant Professor	Core	40
Tatsuya Murakami	Assistant Professor	Core	42
Jason Nesbitt	Assistant Professor	Core	44
Christopher Rodning	Professor	Affiliate	52
John Verano	Professor	Core	61
Marc Zender	Assistant Professor	Core	65
Art History			
Adrian Anagnost	Assistant Professor	Core	2
Mia L. Bagneris	Assistant Professor	Affiliate	4
Elizabeth Boone	Professor	Core	8
Stephanie C. Porras	Assistant Professor	Affiliate	47
Thomas F. Reese	Professor/Executive Director, Stone Center	Core	50
Classical Studies			
Michael Brumbaugh	Assistant Professor	Affiliate	10

Name	Title	Status	Page #
Communication			
Benjamin Han	Assistant Professor	Core	25
Laura-Zoe Humphreys	Assistant Professor	Core	31
Ana M. López	Professor/ Associate Provost/ Director, CCSI	Core	37
Vicki Mayer	Professor	Core	39
Mauro Porto	Associate Professor	Core	43
Economics			
Antonio Bojanic	Professor of Practice	Associate	8
John H.Y. Edwards	Associate Professor	Core	20
Nora Lustig	Professor/ Smauel Z. Stone Chair in Latin American Economics	Core	38
English			
Melissa Bailes	Assistant Professor	Affiliate	5
Edward D. White	Professor	Affiliate	62
Karen Zumhagen-Yekplé	Assistant Professor	Affiliate	66
French and Italian			
Marky Jean-Pierre	Professor of Practice	Associate	32
Thomas A. Klingler	Associate Professor	Core	34
Oana Sabo	Assistant Professor	Affiliate	53
Toby Wikstrom	Assistant Professor	Affiliate	63
History			
Laura Rosanne Adderley	Associate Professor	Core	1
James Boyden	Associate Professor	Core	9
Emily Clark	Professor	Affiliated	15
Felipe Cruz	Assistant Professor	Core	17
Guadalupe García	Assistant Professor	Core	22
Kris Lane	Professor/ France V. Scholes Chair in Latin American Colonial History	Core	35
Jana Lipman	Associate Professor	Core	37
Susan Schroeder	Professor Emerita	Core	54
Justin Wolfe	Associate Professor	Core	64
International Development			
Stanley W. Samarasinghe	Adjunct Professor	Affiliate	53
Nanette Archer Svenson	Adjunct Assistant Professor	Affiliate	58
Music			
Ana Sanchez-Rojo	Assistant Professor	Affiliate	54
Daniel Sharp	Associate Professor	Core	55
Political Science			
Mary A. Clark	Associate Professor	Core	16
Martin Dimitrov	Associate Professor	Affiliate	19
Patrick Egan	Associate Professor	Associate	20
Casey Kane-Love	Senior Professor of Practice	Associate	33
Paul H. Lewis	Professor Emeritus	Emeritus	36
Virginia Oliveros	Assistant Professor	Core	45
G. Eduardo Silva	Professor/Lydian Chair of Political Science	Core	57
Raymond C. Taras	Professor	Associate	58
Sociology			
Martha Huggins	Professor Emerita	Emeritus	30
Amalia Leguizamón	Assistant Professor	Core	35
Camilo Artruro Leslie	Assistant Professor	Affiliate	36
David Smilde	Professor	Core	57

Name	Title	Status	Page #
Spanish and Portuguese			
Rebecca Atencio	Associate Professor	Core	3
Idelber Avelar	Professor	Core	4
I. Carolina Caballero	Senior Professor of Practice	Associate	11
John Charles	Associate Professor	Core	14
Roxanne Dávila	Professor of Practice/Basic Language Program Director Spanish	Associate	18
Christopher Dunn	Professor	Core	19
Amy George	Senior Professor of Practice	Associate	23
Antonio Gómez	Associate Professor	Core	24
Yuri Herrera-Gutiérrez	Assistant Professor	Core	28
Harry Howard	Associate Professor	Core	29
Megwen Loveless	Senior Professor of Practice/Basic Language Program Director Portuguese	Associate	38
Marilyn G. Miller	Associate Professor	Core	41
Agustina Monasterio-Baldor	Assistant Professor	Affiliate	42
Tatjana Pavlovic	Professor	Affiliate	46
Fernando César Rivera-Díaz	Associate Professor	Core	51
Maureen E. Shea	Associate Professor	Core	55
Dale Shuger	Assistant Professor	Affiliate	56
Theatre and Dance			
Diogo De Lima	Professor of Practice	Affiliate	18
Beverly Trask	Associate Professor	Affiliate	60
SCHOOL of SCIENCE & ENGINEERING			
Earth & Environmental Sciences			
George C. Flowers	Associate Professor	Affiliate	22
Stephen A. Nelson	Associate Professor	Core	44
Ecology & Evolutionary Biology			
Steven P. Darwin	Professor	Associate	17
Jordan Karubian	Associate Professor	Core	33
Renata Duraes Ribeiro	Professor of Practice	Affiliate	51
Thomas Sherry	Professor	Core	56
Caz Taylor	Associate Professor	Affiliate	59
Sunshine Van Bael	Assistant Professor	Core	61
Physics			
Wayne Reed	Professor	Affiliate	49
PROFESSIONAL SCHOOLS			
<i>Tulane School of Architecture</i>			
Eugene Cizek	Professor Emeritus	Emeritus	15
Carol McMichael Reese	Professor	Core	49
<i>A.B. Freeman School of Business</i>			
Michael Burke	Professor	Affiliate	11
Adrienne Colella	Professor	Affiliate	16
Eduardo Guzman-Saenz	Lecturer	Affiliate	25
John M. Trapani III	Professor/Director, Goldring Institute of International Business	Core	59
<i>Tulane Law School</i>			
Günther Handl	Professor	Affiliate	26

Name	Title	Status	Page #
Oliver Houck	Professor	Core	29
<i>Tulane Medical School</i>			
Antonio Barrios	Clinical Assistant Professor	Affiliate	6
<i>School of Public Health & Tropical Medicine</i>			
Epidemiology			
Pierre M. Buekens	Dean, School of Public Health and Tropical Medicine	Core	10
Global Community Health and Behavioral Sciences			
William E. Bertrand	Professor	Core	7
Carl Kendall	Professor	Core	34
Richard Oberhelman	Professor/Chair, Global Community Health and Behavioral Sciences	Affiliate	45
Diego Rose	Professor	Affiliate	52
Global Health Systems and Development			
Katherine Andrinopoulos	Assistant Professor	Core	3
Jane Bertrand	Neal A. and Mary Vanselow Professor/Chair	Core	7
Arachu Castro	Associate Professor	Core	13
Nancy B. Mock	Associate Professor	Affiliate	41
Laura L. Murphy	Clinical Associate Professor	Core	43
Valerie Paz Soldán	Associate Professor	Core	46
Tropical Medicine			
M. Pia Chaparro	Assistant Professor	Associate	14
Claudia Herrera	Research Assistant Professor	Affiliate	27
Dawn Wesson	Associate Professor	Affiliate	62
INTERDISCIPLINARY & ADMINISTRATIVE CENTERS			
<i>Center for Global Education</i>			
Annie Gibson	Administrative Assistant Professor	Core	23
Scott Pentzer	Associate Dean for Global Education, Newcomb-Tulane College	Core	47
<i>Center for Inter-American Policy & Research (CIPR)</i>			
Maria Akchurin	Post-doctoral Fellow	Post-doc	1
Hector Bahamonde	Post-doctoral Fellow	Post-doc	5
Christopher Chambers-Ju	Post-doctoral Fellow	Post-doc	13
Ludovico Feoli	Research Professor/Executive Director, CIPR	Core	21
Sefira Fialkoff	Assistant Director, CIPR	Professional Staff	21
Jessica Price	Post-doctoral Fellow	Post-doc	48
Constantino Urcuyo	Academic Director of CIAPA	Affiliate	60
<i>Cuban & Caribbean Studies Institute (CCSI)</i>			
Ana M. López	Professor/Associate Provost/ Director, CCSI	Core	37
I. Carolina Caballero	Senior Professor of Practice	Associate	11
Laura Wise Person	Program Manager, CCSI and SCLAS	Professional Staff	63
<i>Stone Center for Latin American Studies (SCLAS)</i>			
Daniel Gough	Post-doctoral Fellow	Post-doc	24
James D. Huck, Jr.	Administrative Associate Professor/Assistant Director, Graduate Programs	Core	30
Suyapa Inglés	Assistant Director of Administration	Professional Staff	31
Valerie McGinley	Director of Planning and Management	Professional Staff	40

Name	Title	Status	Page #
Pamela Neumann	Post-doctoral Fellow	Post-doc	43
Thomas F. Reese	Professor/Executive Director, Stone Center	Core	50
Laura Wise Person	Program Manager, Academic Programs	Professional Staff	63
Edith A.G. Wolfe	Administrative Assistant Professor/Assistant Director, Undergrad Programs	Core	64
Denise Woltering Vargas	Sr. Program Manager, Educational & Community Programs	Professional Staff	65

LIBRARIES

Howard-Tilton Memorial Library

The Latin American Library

Hortensia Calvo	Doris Stone Librarian/Director, Latin American Library	Core	12
Christine Hernández	Curator of Special Collections	Core	27

LAURA ROSANNE ADDERLEY, HISTORY

B.A., Yale University, History, 1989

M.A., University of Pennsylvania, History, 1990

Ph.D., University of Pennsylvania, History, 1996

Academic Experience Associate Professor, Tulane University 2009-

Associate Professor, Vanderbilt, 2007-2008

Associate Professor, Tulane University, 2002-2007

Assistant Professor, Tulane University, 1996-2002

Related Experience Annual Meeting Program Chair, Latin American Caribbean Section of the Southern Historical Association, 2008

Co-Editor of *H-Caribbean*, 2001-2008

Member, Board of Directors, Amistad Research Center, 2004-

Distinctions Wesley-Logan Book Prize for "New Negroes from Africa," American Historical Association, 2007

Woodson Fellowship, University of Virginia, 1999-2000

NEH/VFH Summer Institute for College Teachers, 1998

Mendenhall Fellowship, Smith College, 1995-1996

Fulbright Fellowship, 1993-1994

Language & Proficiency Spanish 3; French 2; Portuguese 1

Overseas Experience Bahamas ; Trinidad/Tobago ; Cuba

Research & Teaching Specializations Caribbean; Formation of African Diaspora Culture; Atlantic Slave Trade

Selected Publications

2006. *New Negroes from Africa: Culture and Community Among Free African Immigrants in the Nineteenth-Century Caribbean*. Bloomington: Indiana University Press.

2002. "'African Americans' and 'Creole Negroes' : Black Migration and Colonial Interpretations of 'Negro' Diversity in Nineteenth-Century Trinidad." In *Marginal Migrations: The Circulation of Cultures within the Caribbean*. Shalini Puri, ed. London: Macmillan Education/Warwick University Caribbean Studies Series.

2000. "Repatriation projects among free African communities in the 19th-century Caribbean." *Revista Mexico del Caribe*. 5 (9): 140-162.

Latin American-Related Courses Taught in Last 2 years African-Derived Religions in the Americas; Readings in Caribbean History; African New World Diaspora; Caribbean Cultural History

Number of Dissertations or Theses Supervised in the Past 5 Years 3

MARIA AKCHURIN, CENTER FOR INTER-AMERICAN POLICY & RESEARCH

B.A., Johns Hopkins University, International Studies, 2004

M.A., University of Chicago, Sociology, 2009

Ph.D., University of Chicago, 2015

Academic Experience Lecturer, Northwestern University, Spring 2017, Spring 2016

Lecturer, University of Chicago, Spring 2014, Fall 2010

Teaching Assistant, University of Chicago, Spring 2012, Spring 2011, Winter 2010, Fall 2009, Winter 2009

Lecturer, University of Chicago, Winter 2011

Distinctions Photography Prize, Department of Sociology, University of Chicago, 2014

Markovitz Dissertation Fellowship, University of Chicago, 2013

Doctoral Dissertation Research Improvement Grant, National Science Foundation, 2013

Marvin E. Olsen Best Student Paper Award, Environment and Technology Section, American Sociological Association, 2011

Tinker Field Research Grant, Center for Latin American Studies, University of Chicago, 2010

Francis X. Kinahan Award for Excellence in Teaching Undergraduate Writing, University of Chicago, 2009

Language & Proficiency Spanish; Russian

Overseas Experience Argentina; Chile; Ecuador

Research & Teaching Specializations Political Sociology and Social Movements, Comparative Environmental Sociology, Politics of Water in Argentina and Chile

Selected Publications

2015. "Constructing the Rights of Nature: Constitutional Reform, Mobilization, and Environmental Protection in Ecuador." *Law and Social Inquiry*. 40(4):937-968.

2013. "Pathways to Empowerment: Repertoires of Women's Activism and Gender Earnings Equality." *American Sociological Review*. 78:679-701.

Latin American-Related Courses Taught in Last 2 years Global Perspectives on Environment, Politics, & Society

ADRIAN ANAGNOST, ART HISTORY

B.A., Oberlin College, Art History and Chemistry, 2003

M.A., Columbia University, Modern Art, 2007

Ph.D., University of Chicago, Art History, 2015

Academic Experience Assistant Professor, Tulane University, 2014-

Instructor, University of Chicago, 2013

Instructor, Illinois Institute of Art, 2012

Related Experience Graduate Student Representative, Faculty Search Committee for Professor of 20th-century Latin American Art, University of Chicago, 2010-2011

Graduate Editorial Assistant, University of Chicago Press, 2011

Distinctions Humanities Division Dissertation Fellowship, Mellon Foundation, 2014-2015

Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, U.S. Department of Education, 2013-2014

Title VI Foreign Language and Area Studies Fellowship, U.S. Department of Education, 2011-2012

Ignacio Martín-Baró Prize Lectureship in Latin American Studies, University of Chicago, 2013

Language & Proficiency Portuguese 4; Spanish 2; French 2; German 1

Research & Teaching Specializations

Selected Publications

2017. "Lygia Pape in Transit: Performing Site in 1960s-1970s Rio de Janeiro," *ASAP/Journal* 2, no. 3, Site Specificity without Borders.

"Presence, Silence, Intimacy, Duration: Lygia Clark's Relational Objects," May 10, 2017, Pelican Bomb, <http://pelicanbomb.com/art-review/2017/presence-silence-intimacy-duration-lygia-clarks-relational-objects>.

2012. "Creaturely Life and Bodily Expressivity in Pedro Almodovar's Talk to Her." *Chicago Art Journal*.

2010. Internationalism, Brasilidade, and Politics: Waldemar Cordeiro and the Search for a Universal Language." *Hemisphere: Visual Cultures of the Americas* III: 23-41.

2010. "Fernando Botero [Berkeley Art Museum]" (Review), *ArtUS* 28: 14

Latin American-Related Courses Taught in Last 2 years ARHS-3910-01: Art in 20th Century Latin America

E. WYLLYS ANDREWS V, ANTHROPOLOGY

A.B., Harvard College, Anthropology, 1964

Ph.D., Tulane University, Anthropology, 1971

Academic Experience Professor Emeritus, Tulane University, 2009-

Professor, Tulane University, 1980-2009

Director, Middle American Research Institute, Tulane University, 1975-2009

Associate Professor, Tulane University, 1975-1980

Related Experience Director, Tulane Middle American Research Institute, Copan Group 10L-2 Project, 1990-1994

Director, Excavations, Settlement Pattern Studies, and Ceramic Analysis, Komchén, Yucatán, Mexico, 1980-1993

Distinctions Booth-Bricker Fund grant, Middle American Research Institute, 2003-2007

Tulane University Presidential Recognition Award, Excellence in Graduate Teaching, Dissertation Director Award, 2002

Language & Proficiency Spanish 4; German 2

Overseas Experience Mexico; Guatemala; El Salvador; Honduras

Research & Teaching Specializations Archaeology of Eastern Mesoamerica and Central America (Maya and Olmec)

Selected Publications

2015. "The Earliest Ceramics of the Northern Maya Lowlands." With George J. Bey and Christopher Gunn. In *Pathways to Complexity: A View from the Maya Lowlands*, edited by Kathryn Brown and G. J. Bey. University of Florida Press, Gainesville.

2014. "El Colapso de los Mayas del Periodo Clásico en las Tierras Bajas del Norte." *Historia General de Yucatán*, edited by Quesada, Jorge I. Castillo Canché, and Inés Ortiz YamYam *Época*. Universidad Autónoma. Universidad Autónoma de Yucatán, Yucatán, Mexico.

2005. Copán: *The History of an Ancient Maya Kingdom*. Editor, with William L. Fash. Santa Fe, NM: School of American Research Press.

2005. "A Late Classic Royal Residence at Copan." With Cassandra R. Ball. In *Copan: The History of an Ancient Maya Kingdom*. E. Wyllys Andrews and W.L. Fash, eds. Santa Fe, NM: School of American Research Press. 239-314.

2003. "The Northern Maya Collapse and its Aftermath." With Anthony P. Andrews and Fernando Robles Castellanos. *Ancient Mesoamerica*. 14: 151-156.

Number of Dissertations or Theses Supervised in the Past 5 Years 13

KATHERINE ANDRINOPOULOS, GLOBAL HEALTH SYSTEMS & DEVELOPMENT

B.S., University of North Carolina-Chapel Hill, Public Health, 1999

M.H.S., Johns Hopkins, International Health, 2003

Ph.D., Johns Hopkins, International Health, 2008

Academic Experience Associate Professor, Tulane University, 2008-

Program Director, International Health and Development, Tulane University, 2008-

Related Experience Consultant, New Orleans Regional AIDS Planning Council, 2009-

Study Coordinator, Jamaican Correctional Services HIV Testing and Treatment Study, Johns Hopkins Bloomberg School of Public Health, 2004-2007

Distinctions Newcomb Fellow, Tulane University, 2008-; NIH/NIMH Research Grant, "Stigma as a Barrier to HIV Testing for Inmates, Jamaica," 2005-2007

Language & Proficiency Spanish 2; Greek 2

Overseas Experience Jamaica; Dominican Republic

Research & Teaching Specializations Correctional Health/Incarceration; HIV/STI prevention and treatment; Jamaica

Selected Publications

2015. "Binge drinking among men who have sex with men and transgender women in San Salvador: correlates and sexual health implications." Peacock, E. Andrinopoulos, K. Hembling, J. *Journal of Urban Health*.

2014. "Evidence of the negative effect of sexual minority stigma on HIV testing among MSM and Transgender Women in San Salvador, El Salvador." Andrinopoulos, K. Hembling, J. Guardado, ME. Hernández, F. Nieto, A. Melendez, G. *AIDS and Behavior*.

2014. "Evidence of increased STI/HIV-related risk behavior among male perpetrators of intimate partner violence in Guatemala: Results from a national survey." Hembling, J. Andrinopoulos, K. *AIDS Care*.

2012. "HIV and Incarceration in the Caribbean: The experiences of Puerto Rico and Jamaica." *Puerto Rico Health Sciences Journal* 31(3): 161-169.

Latin American-Related Courses Taught in Last 2 years The Social Determinants of HIV/AIDS

Number of Dissertations or Theses Supervised in the Past 5 Years 6

REBECCA ATENCIO, SPANISH & PORTUGUESE

B.A., Johns Hopkins University, Latin American Studies, 2000

M.A., University of Wisconsin-Madison, Portuguese, 2003

Ph.D., University of Wisconsin-Madison, Portuguese, 2006

Academic Experience Assistant Professor, Tulane University, 2009-

Assistant Professor, University of North Carolina-Charlotte, 2006-2009

Related Experience Executive Committee Member, SECOLAS, 2014-

Executive Committee Member, Brazilian Studies Association, 2012-

Executive Committee Member, MLA Discussion Group, Lusophone Literatures outside of Portugal and Brazil, 2012-

Founder, "Transitional Justice in Brazil" (blog), 2012-

Distinctions Winner of the Simon Rodríguez Award for Best Undergraduate Teacher, Tulane University, 2017

Honorable Mention for Robert Reis Best Book Prize, Brazilian Studies Association, 2016

Thomas Award for Best Book, Southeastern Council of Latin American Studies, 2015

Language & Proficiency Portuguese 5; Spanish 4; French 3

Overseas Experience Brazil; Argentina; Cuba; Nicaragua

Research & Teaching Specializations Contemporary Brazil; the Brazilian military dictatorship; Memory Studies; Transitional Justice

Selected Publications

2016. "O momento da memória: A produção artístico-cultural e a justiça de transição no Brasil." *Revista Anistia*. Vol. 10: 114-130.

2016. "Toward of Culture of Memory in Brazil: Reading Bernardo Kucinski's K. as Testimony and Literature." *Luso-Brazilian Review*. 53(2): 117-132.

2016. "The Vivid Legacy of Dictatorship in Brazil." With Nina Schneider and Ann Schneider. Introduction to Special Issue on "Memories and Legacies of the Brazilian Military Dictatorship: New Perspectives." *Bulletin of Latin American Research*. 35(4): 1-2.

2016. "Reckoning with Dictatorship in Brazil: The Double-Edged Role of Culture." With Nina Schneider. *Latin American Perspectives* 20(2): 1-17.

2015. "Reconciliation or Resistance? Fernando Gabeira's *O que é isso, companheiro?* and the Amnesty Law." *Luso-Brazilian Review* 51(1).

Latin American-Related Courses Taught in Last 2 years Introduction to Brazilian Culture; Brazilian Cities; Soccer in Brazilian Culture; Legacies of Dictatorship in Contemporary Brazil; Human Rights and Cultural Production in Brazil; Brazilian Women Writers; Latin American Literature in English Translation

Number of Dissertations or Theses Supervised in the Past 5 Years 7

IDELBER AVELAR, SPANISH & PORTUGUESE

B.A., University of Minas Gerais, Brazilian/Anglo-American Literatures, 1990

M.A., University of North Carolina, Luso-Brazilian Literature, 1992

Ph.D., Duke University, Spanish and Latin American Studies, 1996

Academic Experience Professor, Tulane University, 2005-

Associate Professor, Tulane University, 1999-2005

Related Experience Referee of candidacy to full professorships and of tenure cases for Georgia State University, Cornell University, University of Pennsylvania, University of Maryland, University of Wisconsin at Madison, University of Texas at Austin, Amherst College, University of Texas A & M, and University of New Mexico, 2004-2008

Distinctions American Council of Learned Societies Fellowship, Book project on masculinity, 2010-2011

Brazilian Foreign Ministry International Award for best essay on Machado de Assis, 2006

Rockefeller Resident Fellowship at The University of Chile, 2002

MLA Katherine Singer Kovacs prize for outstanding book in the fields of Spanish and Latin American literatures and cultures, 2000

Language & Proficiency Portuguese 5; Spanish 5; French 4; German 3; Italian 2

Overseas Experience Brazil ; Chile ; Argentina ; Uruguay ; Ecuador ; other ; other ; England

Research & Teaching Specializations Postdictatorial Literature and Culture; Southern Cone and Brazilian Fiction; Literary Theory; Latin American Intellectual History; Brazilian Popular Music; The Latin American Essay

Selected Publications

2014. "Contemporary Intersections of Ecology and Culture: On Amerindian Perspectivism and the Critique of Anthropocentrism." *Revista de Estudios Hispánicos* 48(1): 105-121.

2013. "Amerindian Perspectivism and Non-Human Rights." *Alter/Nativas: Latin American Cultural Studies Journal* 1: 1-21.

2011. *Brazilian Popular Music and Citizenship*. Co-edited with Christopher Dunn. Durham: Duke University Press.

2011. *Figuras da Violência: Ensaio sobre Narrativa, Ética e Música Popular*. Belo Horizonte: Editora UFMG.

2009. "Unpacking the 'human' in human rights: Bare life in the age of endless war." Human Rights in Latin American and Iberian Cultures. Ana Forcinito, Raúl Marrero-Fente, and Kelly McDonough, eds. *Hispanic Issues Online*. 5.1: 25-36.

Latin American-Related Courses Taught in Last 2 years Literature of the Southern Cone; Brazilian Popular Music; Latin American Avant-Gardes; Violence in Latin American Literature and Film

Number of Dissertations or Theses Supervised in the Past 5 Years 10

MIA L. BAGNERIS, ART HISTORY

A.B., Harvard-Radcliffe College, Women's Studies and Afro-American Studies, 1999

Ph.D., Harvard University, African and African American Studies, 2009

Academic Experience Assistant Professor, Tulane University, 2012-

Visiting Assistant Professor, Tulane University, 2009-2012

Teaching Fellow, Harvard University, 2005-2009

Related Experience Head Teaching Fellow, African and African Studies Program, Harvard University, 2006, 2007

Coordinator, A.B. Thesis Writing Workshop, Department of African and African American Studies Program, Harvard University, 2005-2006, 2006-2007

Research Assistant, Harvard University, 2005

Distinctions Harvard University Dissertation Completion Fellowship, 2008-2009

W.E.B. Du Bois Institute for African and African American Research Fellowship, 2007-2008

Derek Bok Distinction in Teaching Award, 2006

Ramroop Prize, 2006

Alain Locke Prize for Highest Achievement in African American Studies, Harvard-Radcliffe College, 1999

Language & Proficiency French 3; Spanish 2

Research & Teaching Specializations Art of African Diaspora; 18th and 19th C American Art and Visual Culture; Interracial Art and Literature

Selected Publications

Forthcoming. "Loner in the Dark: The Singular Vision of Norman Lewis and the Evidence of Things Unseen." In *Lee Krasner and Norman Lewis*. Norman Kleeblatt, ed. New York: Jewish Museum/Yale University Press.

2013. "Reimagining Race, Class, and Identity in the New World." In *Behind Closed Doors: Power and Privilege at Home in Colonial Latin America*. Richard Aste, ed. Brooklyn: Brooklyn Museum.

Number of Dissertations or Theses Supervised in the Past 5 Years 6

HECTOR BAHAMONDE, CENTER FOR INTER-AMERICAN POLICY AND RESEARCH

PhD., Rutgers University - New Brunswick, Political Science, 2012-2017

B.A., Catholic University of Chile, Political Science, 2005-2009

Academic Experience Graduate Instructor, Math and Computing Camp for Political Scientists, Winter 2015

Teaching Assistant, Introduction to Quantitative Methods, Fall 2015

Teaching Assistant, American Government, Fall 2014- Fall 2016

Language & Proficiency Spanish 5

Selected Publications

2011. "El Secreto de mi Éxito: Parte II. Los Caminos a Valparaíso en 2009." *Revista de Ciencia Política*. 31(2): 285-310.

2010. "¿Estable Pero Sin Raíces? Los Partidos Políticos Chilenos en la Opinión Pública, in *Cultura Política de la Democracia en Chile*, Ch. IX, *LAPOP Country Report*.

MELISSA BAILES, ENGLISH

B.A., University of North Carolina, Chapel Hill, English and History, 2001

Ph.D., University of Illinois, Urbana-Champaign, English, 2012

Academic Experience Assistant Professor, Tulane University, 2012-

Teaching Assistant, University of Illinois, Urbana-Champaign, 2005-2012

Related Experience Environmental Studies Program Faculty Advisory Committee, Tulane University, 2013-

Digital and Research Assistant, UIUC, 2011

Distinctions Barbara Thom Post-doctoral Fellowship, Huntington Library, 2015-2016

Glick Research Fellowship, Tulane University, 2015-2016

Chawton House Library Fellowship, Hampshire, UK, 2013

American Dissertation Fellowship, American Association of University Women (AAUW), 2010-11

COR Summer Research Fellowship, Tulane University, 2013 and 2014

Monroe Fellowship, New Orleans Center for the Gulf South, 2013

Language & Proficiency

Overseas Experience

Research & Teaching Specializations British Literature, 1660-1830; History of Science; Enlightenment Thought; Women's and Gender Studies; Transatlanticism; British Empire and Colonialism; Digital Humanities

Selected Publications

Forthcoming. "Cultivated for Consumption: Botany, Colonial Cannibalism, and National/Natural History in Sydney Owenson's *The Wild Irish Girl*." *The Eighteenth Century: Theory and Interpretation* 59.4

2017. *Questioning Nature: British Women's Scientific Writing and Literary Originality, 1750-1830*. Charlottesville, VA: University of Virginia Press.

2016. "Literary Plagiarism and Scientific Originality in the 'Transatlantic Wilderness' of Goldsmith, Aikin, and Barbauld" *Eighteenth-Century Studies* 49(2): 265-79.

2015. "The Psychologization of Geological Catastrophe in Mary Shelley's *The Last Man*." *ELH: English Literary History* 82(2): 671-99

2009. "The Evolution of the Plagiarist: Natural History in Anna Seward's Order of Poetics" *Eighteenth-Century Life* 33(3): 106-27.

Latin American-Related Courses Taught in Last 2 years The Nature and Culture of 18th-century Science; Restoration and 18th-century Drama; Enlightenment Literature and Culture

WILLIAM BALÉE, ANTHROPOLOGY

B.A., University of Florida, Anthropology, 1975

M.A., Columbia University, Anthropology, 1979

M.Phil., Columbia University, 1980

Ph.D., Columbia University, 1984

Academic Experience Professor, Tulane University, 1998-

Associate Professor, Tulane University, 1991-1998

Related Experience Director, Environmental Studies Program, Tulane University, 2007-

Editorial Advisory Board, *Tipiti: Journal of the Society for the Anthropology of Lowland South America*, 2003-2008

Academic Consultant and Translator, Our Peoples Exhibit, National Museum of the American Indian, sponsored by the Cultural Resource Center of the Smithsonian Institution, 2000-2004

Chair, Department of Anthropology, Tulane University, 1998- 2001

Distinctions World Wildlife Fund Grants, 1991-1993, 2003

Wenner-Gren Foundation Grant, "Agroforestry Complex in Southwest Amazonia," 1993-1994

Jessie Smith Noyes Foundation for Research & Training Grant on Comparative Ethnoecology in Eastern Amazonia, 1990

Language & Proficiency Portuguese 5; Spanish 3; Ka'apor-Urubu (Tupi Guarani) 3

Overseas Experience Brazil ; Bolivia

Research & Teaching Specializations Brazil; Anthropology; Ethnoecology; Ethnobotany

Selected Publications

2013. *Cultural Forests of the Amazon: A Historical Ecology of People and their Landscapes*. Birmingham: University ofAlabama Press.

2009. "The meaning of "tree" in two different Tupi-Guarani languages from two different Neotropical forests." *Amazônica, Revista de Antropologia*. 1 (1): 96-135.

2006. *Time and Complexity in Historical Ecology: Studies in the Neotropical Lowlands*. Editor, with C. L. Erickson. New York: Columbia University Press.

1994. *Footprints of the Forest: Ka'apor Ethnobotany- The Historical Ecology of Plant Utilization by an Amazonian People*. New York: Columbia University Press.

Latin American-Related Courses Taught in Last 2 years Historical Ecology of Amazonia; South American Indians; Seminar in Historical Ecology

Number of Dissertations or Theses Supervised in the Past 5 Years 8

ANTONIO BARRIOS, DEPARTMENT OF UROLOGY, SCHOOL OF MEDICINE

M.D., Universidad de San Carlos School of Medicine, Guatemala City, Guatemala, 1974

M.P.H., Tulane University, Health Systems Management, 1979

Academic Experience Clinical Assistant Professor, Department of Urology, Tulane University, 2008-

Adjunct Assistant Professor, School of Public Health, Tulane University, 1989-2017

Related Experience Director of International Medical Programs, Tulane University Medical Center Hospital and Clinic, 1988-

Vice President, The Pain and Rehabilitation Center, New Orleans, LA, 1983-1987

Vice President, Community Health, New Orleans General Hospital, New Orleans, LA, 1981-1985

Medical Care Advisor, Ministry of Health, El Salvador, Pan American Health Organization/World Health Organization, Washington, D.C., 1979-1980

Health Coordinator, Ministry of Health, Guatemala City, Guatemala, 1975-1976

Distinctions Honorary Member Medical Staff, Hospital Centro Medico, Guatemala City, Guatemala

Language & Proficiency Spanish 5

Overseas Experience Guatemala

Research & Teaching Specializations International Health and Development; Health Administration

JANE BERTRAND, GLOBAL HEALTH SYSTEMS & DEVELOPMENT

B.A., Brown University, French, 1971

M.A., University of Chicago, Social Science Communication, 1973

Ph.D., University of Chicago, Sociology, 1976

M.B.A., Tulane University, Business and Management, 2001

Academic Experience Professor, Tulane University, 2009-

Professor, Johns Hopkins University, 2001-2009

Professor, Tulane University, 1992-2001

Related Experience Chair, Department of Health Systems Management, Tulane University, 2009-

Chair, Department of International Health and Development, Tulane University, 1994- 1999

Editorial Committee, International Family Planning Perspectives, The Alan Guttmacher Institute, New York, 1993-2008

Distinctions Marjorie C. Horn Operations Research Award from Office of Population & Reproductive Health, USAID, 2007

"Champion of Public Health" Award, Tulane, School of Public Health and Tropical Medicine, 2001.

Language & Proficiency Spanish 5; French 5

Overseas Experience Guatemala; El Salvador; Mexico ; Honduras ; Nicaragua ; Haiti ; Cuba ; Colombia ; Peru ; Ecuador

Research & Teaching Specializations Family Planning and Reproductive Health, Developing Countries

Selected Publications

2009. "Communication and the ART Rollout: Beyond the Medical Model." With Bharath-Kumar, Uttara, et al. *AIDS Education and Prevention*. 21 (5): 447.

2008. "Program Evaluation of HIV Prevention Programs in the United States and Developing Countries." With David Holtgrave and Amy Gregowski In *HIV Prevention*. Kenneth Mayer and Hank Pizer, eds. London: Academic Press.

2007. "Getting results used: evidence from reproductive health programmatic research in Guatemala." With Brambila, Carlos, et al. *Health Policy and Planning*. 22 (4): 234-245.

2007. "Guatemala: The Pioneering Days of the Family Planning Revolution." With Santiso-Gálvez, Roberto. In *The Global Family Planning Revolution*. Warren C. Robinson and John A. Ross, eds. Washington, D.C.: The World Bank. 137-154.

Latin American-Related Courses Taught in Last 2 years Fundamentals of Program Evaluation

Number of Dissertations or Theses Supervised in the Past 5 Years 5

WILLIAM E. BERTRAND, GLOBAL COMMUNITY HEALTH & BEHAVIORAL SCIENCES

B.A., Louisiana State University, 1966

Ph.D., Tulane University, 1972

Academic Experience Professor, Tulane University, 1974-

Director, Payson Center for International Development and Technology Transfer, 1998-2010

Related Experience Consultant, World Bank, 2010, 2011-2012

Founding Chair, Payson Center For international Development and Technology Transfer, 1999-2006

Principal Investigator, Rockefeller Foundation Project, "Public Health Schools Without Walls: Curriculum Development and Assistance," 1992

Distinctions Wisner Professor of Public Health, Tulane University, 1998-

Language & Proficiency Spanish 5; French 4; Portuguese 3

Overseas Experience Colombia; Guatemala; Mexico; Peru; Chile; Argentina; Paraguay; Panama; Ecuador

Research & Teaching Specializations Latin America; Africa; Public Health and Medicine; Information Technology; Information and Evaluation Systems; Instructional Technology and Design; Human Resource Planning; Food Security; Epidemiological methods, surveillance and early warning systems

Selected Publications

2013. "M&E Competencies in Support of the AIDS Response: A Sector Specific Example." With Fletcher, G, Peersman G, Bertrand, W, and Rugg D. *The Canadian Journal of Program Evaluation* 28(3): 103-120.

2011. "Capacity Building: The Core Organisational Competency for Public Health Progress in Africa." With Eamon Kelly. *The G20 and Sustainable Health Care in Africa*.

2010. "Higher Education and Technology Transfer: The Effects of 'Technosclerosis' on Development." *Journal of International Affairs* 64(1): 101-119.

2005. "An Evaluation of Suma's Use in the Bolivian Floods." With Maria F. Trujillo et al. *Journal of Human Security and Development*. 1 (1): 93-107.

2003. "Bringing Treatments, Developing Cures." With Suniti Solomon. *The Pfizer Journal: International Perspectives on Health Care and Biomedical Research*. Global Edition IV (1).

Latin American-Related Courses Taught in Last 2 years Introduction to International Development; Modernization in Latin America

Number of Dissertations or Theses Supervised in the Past 5 Years 18

ANTONIO BOJANIC, ECONOMICS

Ph.D., Auburn University, Economics, 1994

B.A., Saint Mary's College, Economics and Biology, 1990

Academic Experience Professor of Practice, Tulane University, 2016-

Visiting Professor, Shanghai University, Shanghai, China, June-July 2017

Visiting Assistant Professor, Department of Economics, Tulane University, 2014-2016

Visiting Professor, Department of Economics, California State University Sacramento, 2013-2014

Visiting Professor, Department of Economics, Humboldt State University, 2012-2013

Related Experience Director, Masters Program at Universidad Andina Simon Bolivar, 2001-2002

Consultant, World Bank IDB UN DFID USAID, 1996-

Visiting Fellow, Hamburg Institute of International Economics, 2003

Economic Development Consultant, World Bank, IADB, UN, DFID, Usaid, 1996-

Language & Proficiency Spanish 5; Portuguese 1

Research & Teaching Specializations International Economics, Macroeconomics, Applied Econometrics; The Economics of Regulation and Competition; Economic History; Economic Development

Selected Publications

Forthcoming. "The Impact of Fiscal Decentralization on Growth, Inflation, and Inequality in the Americas." *Cepal Review*.

2015. "Crowding Out Private Investment in Bolivia: Evidence for the 1988-2010 Period," *Latin American Research Review*, 50(3): 225-244.

2015. "An Analysis of Abortion Patterns for White and Non-White Women in the United States, 1973 to 2008," *Journal of Policy Practice*, 14(1):58-75.

2014. "The Effect of Coca and FDI on the Level of Corruption in Bolivia," *Latin American Economic Review*, 23:11.

2013. *Evolution of the Bolivian Economy: A Time-Series Approach*, Dubuque, Iowa: Kendall Hunt Publishing Company, 1st Edition.

Latin American-Related Courses Taught in Last 2 years Economics of Money and Banking.

ELIZABETH BOONE, ART HISTORY

B.A., College of William and Mary, Fine Arts, 1970

M.A., University of Texas, Art History, 1974

Ph.D., University of Texas, Art History, 1977

Academic Experience Research Associate, Middle American Research Institute, Tulane University, 1995-

Professor, Martha and Donald Robertson Chair in Latin American Art, Tulane University 1994-

Related Experience Chair, Art Department, Tulane University, 1997-2000, 2008-2011

Associate Chair, Art History, Tulane University, 2002-2003, 2005-2006, 2012-2013

Editorial Board and Area Editor, The Encyclopedia of Mesoamerican Cultures, Oxford University Press, 1996-2000

Director, Pre-Columbian Studies and Curator, Pre-Columbian Collection, Dumbarton Oaks, 1983-1995

Distinctions Recipient, H. B. Nicholson Award for Excellence in Mesoamerican Studies, Moses Mesoamerican Archive and Peabody Museum, Harvard University, October 2014

Fellow, American Academy of Arts and Sciences, 2012

President, American Society for Ethnohistory, 2009-2010

Andrew W. Mellon Professor, Center for Advanced Study in the Visual Arts, National Gallery of Art, 2006-2008

Association for Latin American Art Book Award, for *Stories in Red and Black*, 2001

Paul Mellon Senior Fellow, Center for Advanced Study in the Visual Arts, National Gallery of Art, 1993-1994

Recipient, Order of the Aztec Eagle, Mexico, 1990

Language & Proficiency Spanish 4; French 1; German 1; Italian 1

Overseas Experience Mexico; Peru; Guatemala

Research & Teaching Specializations Mexico; Art History; Pre-Columbian Art; Colonial Art of Mexico; Aztecs

Selected Publications

2017 "Seeking Indianness: Christoph Weiditz, the Aztecs, and Feathered Amerindians," issue edited by Marcy Norton and Ralph Bauer. *Colonial Latin American Review* 26, 1:39-61.

2017. "Discurso en imagines: la producción Azteca de textos cristianos," edited by Eduardo Matos Moctezuma and Ángela Ochoa. *Del saber ha hecho su razón de ser: Homenaje a Alfredo López Austin*, vol. 2, pp. 27-43. Mexico.

2011. *Their Way of Writing: Scripts, Signs, and Pictographies in Pre-Columbian America*. Editor, with Gary Urton. Washington, DC: Dumbarton Oaks.

2007. *Cycles of Time and Meaning in the Mexican Books of Fate*. Austin: University of Texas Press.

2005. *Painted Books and Indigenous Knowledge in Mesoamerica: Manuscript Studies in Honor of Mary Elizabeth Smith*. Editor. New Orleans: Middle American Research Institute, Tulane University.

Latin American-Related Courses Taught in Last 2 years Colonial Art of Latin America, Seminar on Mexican Manuscript Painting, Sixteenth-century Mexico

Number of Dissertations or Theses Supervised in the Past 5 Years 3

JAMES M. BOYDEN, HISTORY

B.A., Southern Oregon State College, History, 1977

M.A., University of Texas, History, 1982

Ph.D., University of Texas, History, 1988

Academic Experience Associate Professor, Tulane University, 1994-

Visiting Associate Professor of History, The University of Texas at Austin, 2000-2001

Assistant Professor, Tulane University, 1991-1994

Assistant Professor of History, Yale University, 1988-1991

Related Experience Department chair, Department of History, Tulane University, 2004-2007

Distinctions School of Liberal Arts Award for Outstanding Teaching, Tulane University, 2011

Outstanding Doctoral Dissertation Award, University of Texas, 1988-1989

Barnes Lathrop Prize (departmental dissertation prize), University of Texas, 1988-1989

Language & Proficiency Spanish 4; Italian 4; Catalan 3; Portuguese 3; French 3

Overseas Experience Spain

Research & Teaching Specializations Spain; History; Hapsburg Spain; Renaissance and Reformation; Early Modern Atlantic World

Selected Publications

2014. "Wilt thou judge the bloody city? Yea, thou shalt show her all her abominations': Hurricane Katrina as a Providential Catastrophe," Edited by Randy Sparks and Romain Huret. *Hurricane Katrina in Transatlantic Perspective*. Baton Rouge: Louisiana State University Press: 70-80.

2013. "The Historian of an Age of Decline, 1963-2013," in "BSPHS Forum. Golden Anniversaries: Sir John Elliott's Imperial Spain and The Revolt of the Catalans after Fifty Years," *Bulletin for Spanish and Portuguese Historical Studies* 38(1): 214-218.

Latin American-Related Courses Taught in Last 2 years The Emergence of the Contemporary World Since 1789; Spain, 1369-1716; Sixteenth-Century European Civilization; Spanish Civil War; Medieval Spain; Early Modern Spain, c.1450-1716

Number of Dissertations or Theses Supervised in the Past 5 Years 2

VICTORIA R. BRICKER, ANTHROPOLOGY

B.A., Stanford University, Philosophy and Humanities, 1962

M.A., Harvard University, Anthropology, 1963

Ph.D., Harvard University, Anthropology, 1968

Academic Experience Professor Emerita, Tulane University

Professor, Tulane University, 1978-2005

Associate Professor, Tulane University, 1973-1978

Assistant Professor, Tulane University, 1970-1973

Related Experience Chair, Department of Anthropology, Tulane University, 1988-1991, 2003-2005

Associate Editor, *Journal of Mayan Linguistics*, 1978-

Series Editor, *Supplement to Handbook of Middle American Indians*, 1977-2007

Editor, *American Ethnologist*, 1973-1976

Distinctions Elected to membership in American Philosophical Society, 2002

Elected to membership in the National Academy of Science, 1991

Editorial Board, Middle American Research Institute, 1981-2005

Executive Board, American Anthropological Association, 1980-1983

Language & Proficiency Spanish 5; Maya-Tzotzil 4; Maya-Yucatec 4

Overseas Experience Mexico; Belize; Guatemala

Research & Teaching Specializations Mexico; Mesoamerican Ethnohistory and Linguistics; Epigraphy; Ethnography

Selected Publications

2018. *A Historical Grammar of the Maya Language of Yucatan: 1557-2000*. University of Utah Press: Salt Lake City. (in press)

2017. "Calendar Wheels of Colonial Mexico" With Anthony F. Aveni. *Del Saber Ha Hecho Su Razon de Ser...Homenaje a Alfredo Lopez Austin*. 2:11-25. Editors, Eduardo Matos Moctezuma and Angela Ochoa. Universidad Nacional Autonoma de Mexico, Coordinacion de Humanidades, Instituto de Investigaciones Antropologicas, Mexico City.

2015. "When There's a Will, There's a Way: The Significance of Scribal Variation in Colonial Maya Testaments." *Ethnohistory*. 62 (3): 421-444.

2015. "Some Alternative Eclipse Periodicities in Maya Codices." With Harvey M. Bricker. *Cosmology, Calendars, and Horizon-Based Astronomy in Ancient Mesoamerica*. 285-299. Editors, Anne S. Dowd and Susan Milbrath. University Press of Colorado Boulder.

2015. "Linearity and Cyclicity in Pre-Columbian Maya Time Reckoning." With Harvey M. Bricker. *The Measure and Meaning of Time in Mesoamerica and the Andes*. 165-182. Editor, Anthony F. Aveni. Dumbarton Oaks Research Library and Collection, Washington D.C.

MICHAEL E. BRUMBAUGH, CLASSICAL STUDIES

A.B., Colgate University, Classics, 2004

M.A., University of California, Los Angeles, Classics, 2007

Ph.D., University of California, Los Angeles, Classics, 2011

Academic Experience Assistant Professor of Classical Studies, Tulane University, 2013-

Lecturer in Classics, Princeton University, 2012-2013

Related Experience Mellon Graduate Community Engaged Scholarship Program Curriculum Committee, Tulane, 2017-

Waterloo Institute for Hellenistic Studies, External Research Associate, 2010-

Faculty Fellow, Mathey College, Princeton University, 2012-2013

Distinctions Lavin Bernick Grant, Tulane University, 2017

Faculty Networking Grant, Tulane University, 2017

Loeb Classical Library Foundation Fellowship, 2016-2017

Language & Proficiency Spanish 4; French 3; German 3; Italian 2; Latin 3

Research & Teaching Specializations Athenian Literature; Roman Prose Fiction; Classical Mythology; Classical Traditions in Colonial Latin America; Greek and Latin Literature; Ancient Political Thought

Selected Publications

Forthcoming. *Plato in Paraguay: Constructions of the Republic in the Early Modern World*.

Forthcoming. "Utopia Writes Back: Peramás on the Limits of Republicanism." Edited by P. Zalamea and F. Rojas. *Parnassus in the New World: Classical Traditions in Colonial Spanish America*.

2014. "Making the Hymn: Mesomedean Narrative and the Interpretation of a Genre." In *Narrative and Narratology in Greek Hymns*. O. Hodkinson and A. Faulkner, eds. Leiden: Brill.

PIERRE M. BUEKENS, EPIDEMIOLOGY

M.D., Free University of Brussels, 1979

M.P.H., Free University of Brussels, 1982

Certification in Obstetrics and Gynecology, Free University of Brussels, 1984

Ph.D., Free University of Brussels, Epidemiology and Public Health, 1988

Academic Experience Professor, Tulane University, 2003-

Clinical Professor, Tulane University School of Medicine, 2003-

Professor, University of North Carolina, 1996-2002

Related Experience Director, Center for Emerging Reproductive and Perinatal Epidemiology (CERPE), 2013-

Adjunct Professor of Pediatrics-Tropical Medicine, Baylor College of Medicine, 2013-

Director, Tulane University Office of Global Health, 2008-

Scientific Council Member, Center for Perinatal Epidemiology, Brussels, Belgium, 2008-

Dean, Tulane University School of Public Health and Tropical Medicine, 2003--

Distinctions Corresponding Member, Royal Academy of Medicine of Belgium, 2014-

W. H. Watkins Professor of Epidemiology, Tulane University SPHTM, 2007-

ASPH/ CDC Grant, "Maternal Mortality in the US and Europe," 2001-2003

NIH/ NICHD Grant, "A Trial for Improving Perinatal Care in Latin America," 2001-

NIH/ Fogarty International Center Grant, "Latin American Perinatal Health Training Program," 2001-

MCHB/ USDHHS Grant, "Training Program in Maternal and Child Health," 1997-2000, 2000-2005

Language & Proficiency French 5; Spanish 4; Dutch 1

Overseas Experience France; Argentina; Germany; Morocco; Romania; Mexico; Peru; Honduras

Research & Teaching Specializations Obstetrics and Gynecology; Epidemiology; General Latin America

Selected Publications

2016. "Brief Counseling on Secondhand Smoke Exposure in Pregnant Women in Argentina and Uruguay." With Alemán A, Morello P, Colomar M, Llambi L, Berrueta M, Gibbons L, Buekens P, Althabe F. *International Journal of Environmental Research and Public Health*. 14(1).

2016. "Working Group. Zika virus infection in pregnant women in Honduras: study protocol." With Buekens P, Alger J, Althabe F, Bergel E, Berrueta AM, Bustillo C, Cafferata ML, Harville E, Rosales K, Wesson DM, Zuniga C; ZIPH *Reproductive Health*. 13(1):82.

2016. "Effects of acculturation on prenatal anxiety among Latina women." With Barcelona de Mendoza V, Harville E, Theall K, Buekens P, Chasan-Taber L. *Archives of Women's Mental Health*. 19(4):635-44.

2016. "Acculturation and Intention to Breastfeed among a Population of Predominantly Puerto Rican Women." With Barcelona de Mendoza V, Harville E, Theall K, Buekens P, Chasan-Taber L. *Birth* 43(1):78-85.

2015. With Padilla-Raygoza N, Gamboa-León R, Ramirez-Sierra MJ, Dumonteil E, Buekens P, Ruiz-Paloalto ML, Diaz-Guerrero R. "Negative studies are helpful to compute the specificity of diagnostic tests: measuring Trypanosoma cruzi seroprevalence in Guanajuato, Mexico." *BMC Research Notes* 8:614.

MICHAEL BURKE, BUSINESS

B.A., University of Notre Dame, Psychology, 1977

M.S., Purdue University, Industrial Psychology, 1980

Ph.D., Illinois Institute of Technology, Psychology, 1982

Academic Experience Professor, Tulane University, 1994-

Associate Professor, Tulane University, 1991-1994

Related Experience Earl P. and Ethel B. Koerner Chair in Business, 2017 –

Chair of Tulane University's Social-Behavioral Institutional Review Board, 2010-

Editor, Personnel Psychology, 2007-2010

Editorial Board, Industrial and Organizational Psychology: Perspectives on Science and Practice, 2007-

Latin American Ph.D. Policy Committee, Freeman School of Business, Tulane University, 1996-

Distinctions Recipient, Dean's Faculty Excellence Award, Freeman School of Business, 2014, 2015, 2016, 2017

Fellow, International Association of Applied Psychology, 2014

Recipient, Outstanding Author Contribution Award at the Emerald Literati Network 2011 Awards for Excellence, 2011

Lawrence Martin Chair, Freeman School of Business, 2007-

President, Society for Industrial and Organizational Psychology, 2003-2004

Language & Proficiency French 2

Overseas Experience Mexico; Colombia; England; Australia

Research & Teaching Specializations Organizational Behavior and Human Resource Management

Selected Publications

2017. "100 years of occupational safety research: From basic protections and work analysis to a multilevel view of workplace safety and risk." *Journal of Applied Psychology*, 102, 375-388.

2016. "Estimating group-level relationships: General recommendations and considerations for the use of intraclass correlation coefficients." *Journal of Business and Psychology*.

2016. "How instructional methods influence skill development in management education." *Academy of Management Learning & Education*, (15): 508-524.

2016. "Change the referent? A meta-analytic investigation of direct and referent-shift consensus models for organizational climate." *Journal of Management*, (42) 838-861.

2014. "Statistical significance criteria for the rWG and Average Deviation interrater agreement indices." With Smith-Crowe et al. *Journal of Applied Psychology* 99(2): 239-261.

Latin American-Related Courses Taught in Last 2 years International Leadership and Team Building

Number of Dissertations or Theses Supervised in the Past 5 Years 5

I. CAROLINA CABALLERO, SPANISH & PORTUGUESE

B.A., Wofford College, History and Spanish, 1994

M.A., University of North Carolina, Romance Languages, 1997

Ph.D., University of North Carolina, Romance Languages, 2004

Academic Experience Lecturer, Tulane University, 2008-

Assistant Professor, Regis University, 2005-2008

Related Experience Associate Director, Cuban & Caribbean Studies Institute, 2012-

Co-Director, Tulane's Summer Program in Havana, 2012, 2013, 2014

Course Coordinator, Tulane, Spring 2009, 2010, 2011, 2013, Academic year 2013-2014

Resident Director, Newcomb-Tulane Junior Year Abroad in Cuba, 2009 & 2010

Distinctions Simón Rodríguez Award for Best Undergraduate Teaching, 2013

Language & Proficiency Spanish 5; Portuguese 3

Overseas Experience Cuba ; Brazil ; Mexico ; Spain

Research & Teaching Specializations Contemporary Latin American literature, Cultural Studies, Cuba

Selected Publications

2013. "Madres, tiranas y rebeldes: los personajes femeninos en la obra teatral de Pedro R. Monge Rafuls." Pp. 112-123 in *Celebrando a Virgilio Piñera*. Miami: Pro Teatro Cubano.

2012. "Aquí, allá, ahora: Un ciclo de lecturas necesarias." *Tablas: Revista Cubana de las Artes Escénicas* Vol. XCVIII: 100-102.

2009. "Una cubana in the Borderlands in *La hija de la Llorona* by Teresa Dovalpage." *Latin American Theatre Review*. Fall: 27-39.

2007. "El teatro bufo." In *The Colombia Encyclopedia of Modern Dance, Vol. I*. Gabrielle H. Cody and Evert Sprinchorn, eds. New York: Columbia University Press. 203-204.

Latin American-Related Courses Taught in Last 2 years Introduction to Hispanic Literatures; Social Problems in Latin American Literature; Introduction to Latino Studies; Introduction to Latin American Culture; Culture and Society: Cuba; Advanced Spanish Grammar and Composition

HORTENSIA CALVO, THE LATIN AMERICAN LIBRARY

Licenciatura, Philosophy, Universidad de Los Andes, Santafé de Bogotá, Colombia, 1980

M.A., Spanish and Spanish American Literature, University of Illinois, 1984

Ph.D., Yale University, Spanish, 1990

Academic Experience Adjunct Assistant Professor, Duke University, 2002

Assistant Professor, Princeton University, 1990-1996

Related Experience Director, The Latin American Library, Tulane University, 2003-

Librarian for Latin America and Iberia, Perkins Library, Duke University, 1999-2002

Board of Directors, Fundacion Amistad, 1999-

Distinctions Summer Research Grants, Princeton University, 1992, 1993, 1994

Research Fellow, John Carter Brown Library, Brown University, 1988

Language & Proficiency Spanish 5; French 2; Portuguese 2

Overseas Experience Colombia; Mexico

Research & Teaching Specializations Spanish American literary Baroque, social history of colonial books/print culture

Selected Publications

Forthcoming. "Crescent City Connections to Latin America: A History of the Latin American Library at Tulane University."

With Guillermo Nájuez Falcón. *Latin American Librarianship in the Twenty-first Century: Libraries, Collaborations and New Approaches*. Gayle Williams and Jana Krentz, eds. Jefferson, NC: Mc Farland Publishing.

2018. "Unpublished Letters from Sor Juana's Mentor, María Luisa Manrique de Lara y Gonzaga: Correspondence from The Latin American Library, Tulane University" *SALALM LX Papers*, New Orleans: SALALM.

2016. "Latin America." *A Companion to the History of the Book*. 2nd revised edition. Edited by Simon Eliot and Jonathan Rose. Oxford, UK; New York, NY: Blackwell.

2015. *Cartas de Lysi: La mecenas de sor Juana en correspondencia inédita*. Co-author with Beatriz Colombi. Madrid: Iberoamericana-Vervuert; Mexico: Bonilla Editores.

2003. "The Politics of Print: The Historiography of the Book in Early Spanish America." *Book History*. 5.

MARCELLO CANUTO, MIDDLE AMERICAN RESEARCH INSTITUTE

A.B., Harvard University, Anthropology, 1991

Ph.D. University of Pennsylvania, Anthropology, 2002

Academic Experience Associate Professor, Tulane University, 2009-

Assistant Professor, Yale University, 2002-2009

Related Experience Director, Middle American Research Institute, Tulane University, 2009-

Consultant, United Nations Development Programme, Guatemala, 2008-

Director, La Corona Regional Archaeological Project, La Corona, Petén, Guatemala, 2007-

Distinctions Research Grant. Alphawood Foundation, 2016-2019

General Preservation Assessment of Ancient Egyptian Collection. National Endowment for the Humanities, Preservation Assistance Grants for Smaller Institutions, 2016

Research and Development Grant, *Political Centralization in Classic Maya Society*, Louisiana Board of Regents, 2015-2018

Traditional Enhancement Grant, Louisiana Board of Regents, 2015

Research Grant, Selz Foundation, 2015

National Geographic Society Grant, 2005, 2009, 2014

Selz Foundation Grant, 2012-2013

The Seaver Institute Grant, 2008-2010

Reed Foundation Research Grant, 2007

Language & Proficiency Spanish 5; Italian 5; French 4; Portuguese 2

Overseas Experience Honduras; Mexico; Guatemala ; Bolivia ; India ; other ; other

Research & Teaching Specializations Archaeological theory, Mesoamerican prehistory, Development of Socio-political complexity, Remote sensing analysis

Selected Publications

2016. "Impacts of Climate Change on the Collapse of Lowland Maya Civilization." With Tomás Barrientos Q. Manuscript accepted by *Annual Reviews in Earth and Planetary Sciences*.

2015. "Drought, agricultural adaptation and sociopolitical collapse in the Maya Lowlands." With Douglas, Peter, Arthur A. Demarest, Mark Brenner. *Proceedings of the National Academy of Sciences* 112(18):5607:5612

2015. "Preliminary Notes on Two Recently Discovered Inscriptions from La Corona, Guatemala." *Maya Decipherment*.

2014 "Epitaph for a Maya Lord." With Stuart, David, Tomás Barrientos Q. and Maxime Lamoureux St-Hillaire. *Arts Quarterly* (Fall):8-9.

Latin American-Related Courses Taught in the Last 2 years Olmec & Maya Civilizations; Prehistory of Eastern Mesoamerica; Great Hoaxes and Fantasies in Archaeology; Preclassic Maya

Number of Dissertations or Theses Supervised in the Past 5 Years 19

ARACHU CASTRO, GLOBAL HEALTH SYSTEMS & DEVELOPMENT

M.A., University of Barcelona, History/Social Anthropology, 1998

M.A., École des Hautes Études en Sciences Sociales (EHESS), Social Anthropology & Ethnology, Paris, 1992

Ph.D., University of Barcelona with credits from University of California, Berkeley, Sociology, 1997

MPH, Harvard School of Public Health, International Health, 1998

Academic Experience Samuel Z. Stone Chair of Public Health in Latin America, Tulane University, 2013-Associate Professor of Global Health and Social Medicine, Harvard Medical School, 2011-2012

Related Experience Consultant, World Bank, 2012-

Distinctions Fellow, Society for Applied Anthropology, 2012

Guggenheim Fellowship, Medicine and Health, United States and Canada Competition, 2010

Bacardi Family Eminent Scholar Chair in Latin American Studies, University of Florida, Gainesville, 2009

Language & Proficiency Spanish 5; French 5; Catalan 5; Portuguese 5; Haitian Creole 2

Overseas Experience Dominican Republic; Cuba; Haiti; Mexico; Nicaragua; Colombia; Venezuela; Peru; Argentina

Research & Teaching Specializations Infectious disease, women's health, primary health care in low- and middle-income settings, social inequality, health policy, medical anthropology, Latin America and the Caribbean.

Selected Publications

2013. "Health insurance for the poor decreases access to HIV testing in antenatal care: Evidence of an unintended effect of health insurance reform in Colombia." With Allison Ettenger and Till Bärnighausen. *Health Policy and Planning* 1-7; doi: 10.1093/heapol/czt021

2012. "Quality of Life of People with HIV/AIDS Receiving Antiretroviral Therapy in Cuba: A Cross-Sectional Study of the National Population." With Carlos Aragonés-López, Jorge Pérez-Ávila, and Mary C. Smith Fawzi. *American Journal of Public Health* 102(5):884-892.

2011. "En estado de buena esperanza: Análisis de la experiencia reproductiva en mujeres con VIH en Cuba." In Jesús Armanda Haro (ed.) *El planteamiento de una epidemiología sociocultural: Un diálogo en torno a su sentido, métodos y alcances*. Buenos Aires: Lugar Editorial and El Colegio de Sonora.

2010. "Social Inequalities and Dengue Transmission in Latin America." With Yasmin Khawja and James Johnston. In *Plagues and Epidemics: Infected Spaces Past and Present*. Eds. Ann Herring and Alan Swedlund. New York, Oxford: Berg Publishers, pp. 231-249.

Latin American-Related Courses Taught in the Last 2 Years Health & Inequality in Latin Amer.; Public Health in Cuba
Number of Dissertations or Theses Supervised in the Last 5 Years 5

CHRISTOPHER CHAMBERS-JU, CENTER FOR INTER-AMERICAN POLICY & RESEARCH

B.A., Amherst College, Political Science, 2004

M.A., University of Chicago, Social Science, 2007

M.A., University of California Berkeley, Political Science, 2013

Ph.D., University of California Berkeley, Political Science, 2017

Distinctions UC Berkeley Travers Department of Political Science Fellowship, 2012

NA Ed/Spencer Dissertation Fellowship, 2014-2015

UC Berkeley Comparative Study of Right-Wing Movements Mini Grant, Mexico, 2012

John L. Simpson Memorial Research Fellowship, Mexico, 2011-2012

UC Berkeley Graduate Division Summer Grant, Colombia, 2011

UC Berkeley Human Rights Center (HRC) Fellow, Colombia, 2009

University of Chicago Tinker Summer Research Grant, Peru, 2007

Fulbright IIE Scholar, Colombia, 2005-2006

Language & Proficiency Spanish

Research & Teaching Specializations Political Science, Democratization, Teachers' Unions, Colombia

Selected Publications

2016. "The Mexican Teachers' Union: The Politics of Patronage." With Leslie Finger. In *The Politics of Education: Teachers Unions in Comparative Perspective*. Terry Moe and Susanne Wiborg, eds. New York: Cambridge University Press.

2014. "Data Collection, Opportunity Costs and Problem Solving: Lessons from Field Research on Teachers' Unions in Latin America." *PS: Political Science & Politics* 47(2)

2014. "Teachers, Mayors, and the Transformation of Clientelism in Colombia." With Kent Eaton. *Clientelism, Social Policy and the Quality of Democracy* Diego Abente Brun and Larry Diamond, eds. Baltimore: Johns Hopkins University Press.

2012. "Popular Representation in Contemporary Latin American Politics: An Agenda for Research." With Ruth Berins Collier. *Routledge Handbook of Latin American Politics* Peter Kingstone and Deborah Yashar, eds. New York: Routledge.

Latin American-Related Courses Taught in Last 2 years Comparative Politics

M. PIA CHAPARRO, TROPICAL MEDICINE

B.S., Universidad Nacional Agraria La Molina, 2002

M.A., University of Hawai'i at Mānoa, 2007

Ph.D., University of California Los Angeles, 2013

Academic Experience Assistant Professor, Tulane University, 2017-

Senior Research Officer, University of Essex, 2016

Postdoctoral Research Fellow, Centre for Health Equity Studies, 2013-2015

Staff Research Associate, University of California Los Angeles, 2013

Distinctions International Postdoctoral Research Fellowship, Stockholm University & Karolinska Institutet, 2013-2015

Predoctoral Fellowship, American Heart Association Western Affiliates, 2011-2012

Eleanor J. DeBenedictis Fellowship in Nutrition, UCLA Fielding School of Public Health, 2008-2012

Juneal Smith Fellowship in International Nutrition, 2011

Language & Proficiency Spanish 5; Italian 2

Research & Teaching Specializations Nutrition; Population Health; Peru; Obesity; Food Assistance; Food Security Status

Selected Publications

2017. "The unhealthy food environment does not modify the association between obesity and participation in the Supplemental Nutrition Program (SNAP) in Los

Angeles County." *BMC Public Health*, With Harrison GG, Wang M, Seto E, Pebley AR. 17:81.

2016. "Mapping of nutrition and sectoral policies addressing malnutrition in Latin America." *Pan Am J Public Health*, with Tirado MC, Galicia L, Husby HM, Lopez J, Olamendi S, Gonzalez MA, Grajeda R; 40:114-123.

2013. "Immigrant enclaves and obesity in preschool-aged children in Los Angeles County." *Soc Sci Med*, With Nobari TZ, Wang MC, Crespi C, Koleilat M, Whaley SE 92:1-8

2012. "Mapping the nutrition transition in Peru: evidence that decentralized nutrition policies are needed." *Rev Panam Salud Publica*, With Estrada L;32:241-4.

2011. "Predictors of accurate maternal perception of their preschoolchild's weight status among Hispanic WIC participants." *Obesity*, With Langellier B, Whaley S, Kim L 19:2026-2030.

Number of Dissertations or Theses Supervised in the Past 5 Years 2

JOHN CHARLES, SPANISH PORTUGUESE

A.B., Brown University, Comparative Literature and Hispanic Studies, 1992

M.A., Yale University, Hispanic Literatures, 1998 , M.Phil, Yale University, Hispanic Literatures, 2000

Ph.D., Yale University, Hispanic Literatures, 2003

Academic Experience Associate Professor, 2012-

Assistant Professor, Tulane University, 2005-2012

Related Experience Director of Graduate Studies, Department of Spanish and Portuguese, Tulane University, 2012-

Researcher, "Colonial Modernity in the Andes: A Comprehensive Study of Viceroy Toledo's General Resettlement"

(sponsored by the National Ethnology Museum of Osaka, Japan and Vanderbilt University), 2017-

Distinctions Best First Book Short-List Finalist in the History of Religions, for *Allies at Odds: The Andean Church and its Indigenous Agents, 1583-1671*, awarded by the American Academy of Religion (AAR), 2011

Language & Proficiency Spanish 5; Portuguese 4; French 3; Latin 2

Overseas Experience Peru

Research & Teaching Specializations Colonial Spanish American Literature

Selected Publications

In progress. "After Cajamarca: Religious Books in Post-Conquest Peru"

Forthcoming. "El Tercer Concilio de Lima en los Comentarios reales del Inca Garcilaso." In *Discurso historia en los Comentarios reales del Inca Garcilaso*. Ed. José Antonio Rodríguez Garrido, Pedro Guibovich Pérez, and Carmela Zanelli. Lima: Pontificia Universidad Católica del Perú.

2014. "Trained by Jesuits: Indigenous Letrados in Seventeenth-Century Peru." In *Indigenous Intellectuals: Knowledge, Power, and Colonial Culture in New Spain and the Andes*. Ed. Gabriela Ramos and Yanna Yannakakis. Durham: Duke University Press.

2013. "El poder de los quipus confesionales en las doctrinas de indios." In *El quipu colonial: Estudios y materiales*, edited by Marco Curatola Petrocchi and José Carlos de la Puente Luna. Lima: Pontificia Universidad Católica del Perú: 167-190.

2010. *Allies at Odds: The Andean Church and its Indigenous Agents, 1583-1671*. Albuquerque, NM: University of New Mexico Press.

Latin American-Related Courses Taught in Last 2 years Early Readings in Spanish; Ethnographic Discourse in the Chronicles of the Indies; Introduction to Literary Analysis; Historical Novel in LA; Chronicles and Epics of Spanish Conquest; Introduction to Latin American Culture.

Number of Dissertations or Theses Supervised in the Past 5 Years 7

EUGENE D. CIZEK, ARCHITECTURE

B.A., Louisiana State University, Architecture, 1964

M.A., Massachusetts Institute of Technology, City Planning and Urban Design, 1966

Dr. of Science, Delft Technische Hogeschool, City Planning, 1967

Academic Experience Professor Emeritus/Adjunct Professor, Tulane University, 2015-
Professor, Tulane University, 1970-2015

Assistant Professor, Louisiana State University, 1968-1970

Related Experience Director, Preservation Studies Program, Tulane University, 1996-
Director, Bayou-River Road Survey, 1980-

Co-Director, Education Through Historic Preservation Program, 1977-

Co-Director, Interdisciplinary Doctor of Philosophy Degree Program in Historic Preservation with Department of History,
Tulane University, 2002

Distinctions 2nd prize, Charles E. Peterson Prize Competition for the Historic American Buildings Survey, 1995
Mellon Fellowship, 1994

Language & Proficiency Spanish 4

Overseas Experience Cuba ; Panama ; Mexico ; Peru ; Colombia ; Argentina ; Guatemala

Research & Teaching Specializations Historic Preservation; Guatemala

Selected Publications

1996. "Jackson Square and the World of Baroness Pontalba." With Lloyd L. Sensat, Jr. *Education Through Historic Preservation*. 19.

1995. "Madame John's Legacy in the Vieux Carre and Mary Plantation on the Great River Road." With Lloyd L. Sensat, Jr. *Education Through Historic Preservation*. 18.

1994. "Laura: A Creole Plantation and Home of Brer Rabbit." With Lloyd L. Sensat, Jr. *Education Through Historic Preservation*. 17.

1993. "Evergreen Plantation and the Great River Road." With Lloyd L. Sensat, Jr. *Education Through Historic Preservation*. 16.

1992. "Pitot House on Historic Bayou St. John." With Lloyd L. Sensat, Jr. *Education Through Historic Preservation*. 15.

EMILY CLARK, HISTORY

B.A., Newcomb College of Tulane University

M.S.W., Tulane University of Social Work

Ph.D., Tulane University, History

Academic Experience Professor, Tulane University, 2014-

Associate Professor of History, Tulane University, 2009-2014

Assistant Professor of History, Tulane University, 2005-2008

Vice President and Adjunct Professor of History & Religious Studies, Lewis and Clark College, 2002-2005

Assistant Professor of History, University of Southern Mississippi, 2000-2002

Related Experience Chair, New Orleans Tricentennial Symposium Committee, 2017-2018

Vice president for planning and secretary of the College, Lewis and Clark College, 2002-2003

Principal, The Pragma Group, 1993-1993

Vice President for Public Affairs, Tulane University, 1990-1993

Distinctions Outstanding Faculty Research Award, Tulane University, 2014

American Council of Learned Societies Fellowship, École des hautes études en sciences sociales, 2010

Language & Proficiency French 4; Spanish 2; Greek 3; Italian 2

Research & Teaching Specializations History, Women's Studies, Religious Studies, Atlantic World, Women in US History

Selected Publications

2017. "Genre et conversion religieuse des esclaves: La Nouvelle-Orléans 1720-1800," in *Les Laïcs dans la mission: Europe et Amériques XVIe-XVIIIe siècles*. Edited by Aliocha Maldavsky. Presses Universitaires François-Rabelais: Tours, 183-194.

2013. "The Strange History of the American Quadroon: Free Women of Color in the Revolutionary Atlantic World." University of North Carolina Press.

2013. "When is a Cloister Not a Cloister: Comparing Women and Religion in the colonies of France and Spain." Edited by Emily Clark and Mary Laven. *Women and Religion in the Atlantic Age*.

2003. "The Feminine Face of Afro-Catholicism in New Orleans, 1727-1852." With Virginia M. Gould. *William and Mary Quarterly*, 3d ser. 59:2 (April 2002): 409-448.

MARY A. CLARK, POLITICAL SCIENCE

B.A., Latin American Studies, Carleton College, 1984

M.A., University of Wisconsin, Political Science, 1987

Ph.D., University of Wisconsin, Political Science, 1993

Academic Experience Associate Professor, Tulane University, 2000-

Senior Associate Member, St. Antony's College, Oxford University, 2001-2002

Assistant Professor, Tulane University, 1994-2000

Related Experience Associate Dean for Academic Affairs, School of Liberal Arts, Tulane University, 2014-

Interim Associate Dean for Finance and Planning, School of Liberal Arts, Tulane University, 2011-2012, 2013-2014

Executive Director, Center for International Studies, Tulane University, 2004-2006

Director of Graduate Studies, Department of Political Science, Tulane University, 2002-2004

Distinctions Mortar Board Recognition for Excellence in Teaching, Tulane University, 1998-1999

Mellon Foundation Research Grant, 1994, 1996

Language & Proficiency Spanish 4

Overseas Experience Costa Rica; Chile

Research & Teaching Specializations Health Policy; Costa Rica

Selected Publications

2016. "Expert Advice and Noncommunicable Diseases in Latin America and the Caribbean" *Panoramas (Center for Latin American Studies)*. University of Pittsburgh.

2015. "The New Left and Healthcare Reform in El Salvador" *Latin American Politics and Society*, 57(4): 97-118.

2015. "The Meanings of Universal Health Care in Latin America," *Journal of Health Politics, Policy, and Law*. 40(1): 221-226.

2013. "The Final Frontiers of Health Care Universalization in Costa Rica and Panama," *Bulletin of Latin American Research* (published on-line June 1, 2013).

2011. "The DR-CAFTA and the Costa Rican Health Sector: A Push toward Privatization?" *The Latin Americanist* 55(3): 3-23.

Latin American-Related Courses Taught in Last 2 years Politics & Health; Poverty & Development; Global Public Health; Comparative Social Policy; Introduction to Comparative Politics

Number of Dissertations or Theses Supervised in the Past 5 Years 4

ADRIENNE COLELLA, BUSINESS

B.A., Miami University, Psychology, 1983

M.A., Ohio State University, Industrial/Organizational Psychology, 1987

Ph.D., Ohio State University, Industrial/Organizational Psychology, 1989

Academic Experience Professor, Tulane University, 2005-

Related Experience Editorial Board Member, Journal of Management, 2008-

Executive Committee Chair, Center for Public Service, Tulane University, 2007-2008

Program Chair, Society of Industrial and Organizational Psychology Annual Conference, 2002

Distinctions TREFII Grant, Newcomb College Center for Research on Women, 2008

Fellow of the American Psychological Association and the Society for Industrial and Organizational Psychology

Mays Faculty Fellow, Texas A&M University, 2001-2009

Language & Proficiency French 3; Spanish 2

Research & Teaching Specializations Int'l Human Resource Management; Organizational Behavior; Disabled Workers

Selected Publications

2010. "Managing diversity: How organizational efforts to support diversity enhance affective commitment for employees who perceive discrimination at work." With M.D.C. Triana and M.F. Garcia. *Personnel Psychology*.

2009. "Perception of people with disabilities: When is accommodation fair?" With Paetzold R.L., et al. *Basic and Applied Social Psychology*. 30 (1): 27-35.

2008. "Fit perception: The role of similarity, liking, and expectations." With Garcia, M.F. and Posthuma, R. *Journal of Occupational & Organizational Psychology*. 81: 173-189.

2008. "A meta-analysis of experimental studies on the effects of disability on human resource judgments." With Ren L., and Paetzold R. *Human Resource Management Review*. 18 (3): 191-203.

2007. "Exposing Pay Secrecy." With Zardkoohi A., et al. *Academy of Management Review*. 32 (1): 55-71.

Latin American-Related Courses Taught in Last 2 years: Human Resource Management Seminar: Latin American Ph.D. Program; Special Topics in Organizational Behavior Seminar: Latin American Ph.D. Program; Organizational Behavior Seminar: Latin American Ph.D. Seminar

Number of Dissertations or Theses Supervised in the Past 5 Years: 8

FELIPE CRUZ, HISTORY

B.A., Florida State University, History, 2007

M.A., The University of Texas at Austin, History, 2010

Ph.D., The University of Texas at Austin, History, 2016

Academic Experience Assistant Professor, Tulane University, 2015-

Related Experience Researcher/Instructor, Digital Writing and Research Lab, University of Texas at Austin

Co-Founder, The Appendix: A Journal of Experimental and Narrative History, 2012- Present

History Graduate Council, The University of Texas at Austin, 2010-2011

Distinctions

Carlos E. Castañeda, Instituto Tecnológico de Aeronáutica, 2012

Smithsonian Visiting Researcher, Nation Air & Space Museum, 2012

Faculty Sponsored Dissertation Research Grant, Lozano Long Institute of Latin American Studies, University of Texas at Austin, 2011-2012

Language & Proficiency Portuguese 5; Spanish; German

Selected Publications

Forthcoming. "Fire in the Skies: Airspace, the Environment and Guerrilla Technologies in Postwar Brazil." In *Technology and Culture*.

2012. "Tio Sam em Ares Tropicais: O Olhar Norte-Americano Sobre a Aviação Brasileira [Uncle Sam in Tropical Airs: The North American Purview on Brazilian Aviation]". In *Anais do 1º. Seminário Nacional da História da Aviação Brasileira*. (Vol. 1)

2014. "An Art of Air and Fire: Brazil's Renegade Balloonists." In *The Appendix: a new journal of Narrative and Experimental History*. (Vol. 2, Issue 4)

Recently-Taught Latin American-Related Courses: HISL-2820-01: Modern Brazil, HISL-2910-01: Frontiers: From Jungle to Space, HISL-6910-01: Rebellion & Crime in Latin America

STEVEN P. DARWIN, ECOLOGY EVOLUTIONARY BIOLOGY

B.A., Drew University, Botany, 1971

M.A., University of Massachusetts, Botany, 1973

Ph.D., University of Massachusetts, Biology, 1976

Academic Experience Professor, Tulane University,

Associate Professor, Tulane University, 1984-

Assistant Professor, Tulane University, 1977-1983

Related Experience Research Advisory Board, Audubon Park and Zoological Garden, New Orleans, 1980-1996

Visiting Research Associate, National Tropical Botanical Garden, Hawaii, 1986, 1990

Director of Graduate Studies, Department of Biology, Tulane University, 1985-1993

Editorial Committee, Instituto de Investigaciones sobre Recursos Bioticos, Mexico, 1985-1992.

Director, Tulane University Herbarium, 1977-1983

Distinctions Environmental Protection Agency Research Grant, 2000-2003

National Science Foundation Grants, 1981-1985, 1991-1993, 1993-1995, 1999, 2000

Tinker Foundation Grant, "Support for botanical activities in the Yucatan Peninsula, Mexico," 1981-1986

Summer Research Scholarship, Woods Hole, 1970

Ciba Scientific Merit Award, Drew University, 1971

Language & Proficiency French 3; Spanish 2

Overseas Experience Mexico ; Panama

Research & Teaching Specializations Mexico; Biology; Morphology and Evolution of Vascular Plants; Vascular Flora of the Yucatan Peninsula

Selected Publications

1995. "Woody Vegetation of Tropical Lowland Deciderous Forests and Maya Ruins in the North-central Yucatan Peninsula, Mexico." With D. A. White. *Tulane Studies in Zoology and Botany*. 30: 1-25.

1994. "Systematics of Timonius Subgenus Abbottia (Rubiaceae-Guettardeae)." *Systematic Botany Monographs*. 42: 1-86.

1993. "Type Specimens of Vascular Plants at Tulane University, with a Brief History of the Tulane University Herbarium." With A. S. Bradburn. *Tulane Studies in Zoology and Botany*. 29: 73-95.

1992. "A Systematic Study of the Paleotropical Genus Antirhea (Rubiaceae: Guettardeae)." With S. M. Chaw. *Tulane Studies in Zoology and Botany*. 28: 25-118.

1982. "An Annotated Checklist of Plants." In *The Woody Vegetation of Dzibilchaltun- A Maya Archaeological Site*. L. B. Thien, A. S. Bradburn, and A. L. Welden, eds. Occasional Papers, Middle American Research Institute. New Orleans: Tulane University.

Number of Dissertations or Theses Supervised in the Past 5 Years 2

ROXANNE M. DÁVILA, SPANISH PORTUGUESE

A.B., Harvard University, Romance Languages and Literatures, 1990

Ph.D., Yale University, Spanish and Portuguese, 1999

Academic Experience

Senior Professor of Practice, Tulane University, 2014-

Visiting Research Professor, Tulane University, 2009-2014

Assistant Professor, Brandeis University, 1998-2008

Related Experience Spanish Language Coordinator, University of Pennsylvania, 1995-1998

Consultant, Arte Acción Honduras, 2000-2002

Field Consultant, United Nations Office of Project Services, New York City and Peru, 1999

Distinctions Jane's Grant in Latin American Studies for Faculty Research, Brandeis University, 2006-2007, 2001-2004

Norman Fellowship for Faculty Research, 2006

Yale University Research Fellowship in Latin American Studies, 2006

Language & Proficiency Spanish 5; Italian 4; French 3; Portuguese 2;

Overseas Experience Mexico; Guatemala; Honduras

Research & Teaching Specializations 19th C Latin American History, Pre-Columbian Studies; Mesoamerican Art and Literature; Hispanic Studies; Mexico and Central America

Selected Publications

2008. "Los primeros exploradores a las ruinas mayas." *Arqueología guatemalteca*. 1 (1): 9-11.

2007. "Una introducción a la historia de los viajeros a la zona maya." In *Ciudades sagradas mayas*. Ricky Lopez Bruni, ed. Guatemala City: G.T. Continental.

2002. "Escribiendo la ciudad: Entre flaneur y criminal en Ensayo de un crimen de Rodolfo Usigli." *La palabra y el hombre*. 121: 69-81.

2002. "Mito, nación e identidad: El imaginario urbano en la obra de José Emilio Pacheco." *Alba de América: Revista Literaria*. 21 (39-40): 339-347.

Latin American-Related Courses Taught in Last 2 years Ancient Ruins, Modern Nations; Art and Revolution in Latin America; The Latin American Avant-garde; Introduction to Latin American Literature

Number of Dissertations or Theses Supervised in the Past 5 Years 4

DIOGO DE LIMA, THEATRE DANCE

Pavillion Arts Center, São Paulo, Brazil

Academic Experience

Professor of Practice, Tulane University, 2006-

Related Experience Choreographer, Aguas de Dezembro, (Contemporary Dance Piece), Marigny Opera Ballet, 2017

TV Host, O mundo Segundo os Brasileiros, 2014

TV Host and Executive Producer, E! Entertainment Latin America, 2012

Choreographer "A Foreign Sound", Newcomb Dance Company, New Orleans 2009

Choreographer "Bolt", Open Look, Saint Petersburg, Russia 2009

Performance Curator "Prospect 1", New Orleans 2008

Dancer "John Allen Project", Harare, Zimbabwe 2008

Choreographer "Come Out And Play In New Orleans", 2008

Distinctions The Big Easy Awards Tribute to the Classical Arts, 2014, 2015, 2016, 2017

S.A.T.E.D. Award, Best Dancer for performances in Benguelê and Santagustin, 2007

S.A.T.E.D. Award, Best Dancer for performance in Lecuona, 2005

Best Choreographer Award, "Festival Contemporaneo de Artes, Rio de Janeiro, Brazil, 2003

Best New Choreographer Award, São Paulo, Brazil, 2001

Best New Dance Artist, Promodança, São Paulo, Brazil, 1998

Language & Proficiency Portuguese 5; Italian 4; Spanish 4; French 3; German 1

Overseas Experience Brazil ; France ; Germany ; England ; Chile

Research & Teaching Specializations Brazil, Ballet, Modern Dance, Contemporary Dance, Choreography, Dance and Media

Latin American-Related Courses Taught in Last 2 years Ballet I; Ballet II; Modern Dance III; Intensive Ballet III; Intensive Ballet IV; Choreography and Media; Portfolio Management

MARTIN DIMITROV, POLITICAL SCIENCE

B.A., Franklin and Marshall College, Government and French, 1998

Ph.D., Stanford University, Political Science, 2004

Academic Experience Director of Asian Studies Program, Tulane University, 2014-2016

Associate Professor, Tulane University, 2011-

Assistant Professor of Government, Dartmouth College, 2004-2011

Related Experience Associate Editor for Asia, *Problems of Post-Communism*, 2014-

Visiting Fellow, Aleksanteri Institute (Helsinki, Finland), summers 2013 & 2014

Associate, Davis Center for Russian and Eurasian Studies, Harvard University, 2011-2014

Fellow, Public Intellectuals Program, National Committee on U.S.-China Relations, 2011-2013

Distinctions Visiting Fellowship, Princeton Institute for International and Regional Studies, 2016-2017

Monroe Fellowship, New Orleans Center for the Gulf South, for research in Cuba, 2014

Aleksanteri Institute, University of Helsinki, Visiting Fellowship, 2013, 2014, 2016

Berlin Prize and Axel Springer Fellowship, American Academy in Berlin, 2012

Distinguished Guest Fellow, Notre Dame Institute for Advanced Study, 2011

Public Intellectuals Program Fellow, National Committee on U.S.-China Relations, 2011-2013

Fellow, Woodrow Wilson International Center for Scholars, 2010-2011

Language & Proficiency Bulgarian; Mandarin Chinese; Russian; German; French; Spanish; Serbo-Croatian; Japanese

Overseas Experience China; Hong Kong; Taiwan; Russia; the Czech Republic; France; Bulgaria; Germany; Cuba

Research & Teaching Specializations Chinese politics; post-Soviet politics; authoritarian politics

Selected Publications

Forthcoming. "The Functions of Letters to the Editor in Reform-Era Cuba," *Latin American Research Review*, 54:1

2014. "What the Party Wanted to Know: Citizen Complaints as a 'Barometer of Public Opinion' in Communist Bulgaria." *East European Politics and Societies*. 28(2): 271-295.

2014. "Tracking Public Opinion under Authoritarianism: The Case of the Soviet Union under Brezhnev." *Russian History*. 41(3): 329-353.

2013. *Why Communism Did Not Collapse: Understanding Authoritarian Regime Resilience in Asia and Europe*. New York: Cambridge University Press. [Currently being translated into Portuguese, Greek, and Turkish.]

2012. "The Persistence of Authoritarianism." *The Berlin Journal* 23: 25-28.

Latin American-Related Courses Taught in Last 2 years Authoritarianism; Democracy and Democratization; Approaches to Global Dilemmas

Number of Dissertations or Theses Supervised in the Past 5 Years 4

CHRISTOPHER DUNN, SPANISH PORTUGUESE

B.A., Colorado College, History, 1987

M.A., Brown University, Brazilian Studies, 1992

Ph.D., Brown University, Brazilian Studies, 1996

Academic Experience Professor, Tulane University, 2017-

Associate Professor, Tulane University, 2002-2017

Visiting Professor, Universidade Federal da Bahia, 2002

Assistant Professor, Tulane University, 1996-2001

Related Experience Chair, Department of Spanish and Portuguese, Tulane University, 2003-2009, 2012-2013

Program Chair, IX Congress of Brazilian Studies Association, 2008

Distinctions National Endowment for the Humanities Fellowship, 2013-2014

Fulbright Teaching Fellowship, 2002

Language & Proficiency Portuguese 5; Spanish 4

Overseas Experience Brazil; Cuba

Research & Teaching Specializations Brazilian Literary and Cultural Studies; Popular Music; Countercultures; African Diaspora Studies

Selected Publications

2014. "Mapping Tropicália." *The Global Sixties in Sound and Vision: Media, Counterculture, Revolt*. Timothy Brown and Andrew Lison, eds. New York: Palgrave-Macmillan.

2014. "Desbunde and its Discontents: Counterculture and Authoritarian Modernization in Brazil, 1968-1974." *The Americas*.

2013. "Experience the Experimental: Avant-Garde, *Cultura Marginal*, and Counterculture in Brazil, 1968-1972." *Luso-Brazilian Review*.

2011. *Brazilian Popular Music and Citizenship*. Edited with Idelbar Avelar. Durham: Duke University Press.

2009. "Tom Zé and the performance of citizenship in Brazil." *Popular Music*. 28 (2): 217-237.

Latin American-Related Courses Taught in Last 2 years Brazilian Cultural Imaginaries (São Paulo); Brazilian Modernities; Luso-Brazilian Cities (Salvador, Bahia); Brazilian Literature and the City; Afro-Brazilians

Number of Dissertations or Theses Supervised in the Past 5 Years 7

JOHN H. Y. EDWARDS, ECONOMICS

B.S., Georgetown University School of Foreign Service, International Affairs, 1975

Ph.D., University of Maryland, Economics, 1986

Academic Experience Visiting Associate Professor, Cornell University, 2016-

Associate Professor, Tulane University, 1985-

Visiting Assistant Professor, University of California-Berkeley, 1988-1989

Related Experience Consultant, World Bank, "Honduras: Education Public Expenditure Tracking Survey," 2010-2013

Consultant, World Bank, "Uruguay: Third Basic Education Quality Improvement Project (Loan 7113-UR Cost/Benefit Analysis for Proposed Additional Financing)," 2009

Consultant, World Bank, "Economic and Financial Evaluation of Project P101218: Quality of Education, Accountability and Transparency in the Education Sector in Honduras," 2007

World Bank Education and Labor Market Economist, El Salvador and Mexico, 1997-1998

Distinctions USAID Grant, "The Causes of Grade Repetition and Dropping Out," Honduras, 1996

Tinker Foundation Grant, 1987, 1988, 1993

Language & Proficiency Spanish 5; German 4; Portuguese 4; Catalan 4

Overseas Experience Honduras; Mexico; Brazil

Research & Teaching Specializations Latin America; Economics; Microeconomics; Household Survey Design and Analysis; Labor Markets; Economics of Education; Public Finance; Fiscal Federalism

Selected Publications

2017. "Middle Class Flight from Post-Katrina New Orleans: A Theoretical Analysis of Inequality and Schooling," *Regional Science and Urban Economics*, 64: 12-29.

2015. "The structure of disaster resilience: a framework for simulations and policy recommendations," *Natural Hazards and Earth System Sciences*, 15: 827-841.

2012. "Fuel Choice, Indoor Air Pollution, and Children's Health." With Christian Langpap. *Environment and Development Economics*, 17(4).

2005. "Startup costs and the decision to switch from firewood to gas fuel." With C. Langpap. *Land Economics*.

2004. "Efficient Allocations in Club Economies." With Marcus Berliant. *Journal of Public Economic Theory*. 6 (1).

Latin American-Related Courses Taught in Last 2 years Economic Development of Latin America; Graduate Seminar on Economic Development; Economics of Education; Labor and Population in Latin America; Microeconomic Data Analysis

Number of Dissertations or Theses Supervised in the Past 5 Years 4

PATRICK EGAN, POLITICAL SCIENCE

B.S., Georgetown University, Foreign Service, 1999

Ph.D., University of North Carolina, Political Science, 2011

Academic Experience Assistant Professor, Tulane University, 2011-

Visiting Assistant Professor, Tulane University, 2010-2011

Instructor, University of North Carolina, 2006-2009

Related Experience Member, Graduate Studies Committee, Department of Political Science, 2015-2017

Distinctions Stone Center Faculty Summer Research Grant, Summer 2015

Certificate of Appointment as Officer of Statistics, Central Statistics Office in Cork, Ireland

Policies, Institutions, and Innovation-Intensive Foreign Direct Investment in Ireland Research Seed Grant, 2012

Mellow Dissertation Fellowship for Latin American/Caribbean Research, 2009

US Department of Education Foreign Language and Area Studies Fellowship (FLAS), 2005

Language & Proficiency Portuguese; Spanish; French

Research & Teaching Specializations International Political Economy; Latin American and European Politics; International Relations

Selected Publications

Forthcoming. *Globalizing Innovation: State Institutions and Foreign Direct Investment in Emerging Economies*. MIT Press.

2017. "The Political Economy of Exchange Rates in an Era of Global Production Chains." *International Interactions* 43(3): 507-536.

2015. "Crawling up the Value Chain: Domestic Institutions and Non-Traditional Foreign Direct Investment in Brazil, 1990-2010." *Brazilian Journal of Political Economy* 35(1): 156-174.

2013. "R&D in the Periphery? Foreign Direct Investment, Innovation, and Institutional Quality in Developing Countries." *Business and Politics* 15:1, pp. 1-32.

2012. "Is the Post-Real Consensus Sustainable? The Politics of Macroeconomic Strategy, Industrial Policy, and International Insertion in Brazil." With Aaron Schneider. In *América Latina no Labirinto Global*. Eds. Renata de Melo Rosa and Carlos Federico Domínguez Avila. Brasília, Brazil: Editora CRV, pp. 75-98.

Latin American-Related Courses Taught in Last 2 years International Political Economy; Introduction to International Relations; International Organization; Latin American Politics

LUDOVICO FEOLI, CENTER FOR INTERAMERICAN POLICY RESEARCH

B.A., Claremont McKenna College, Economics, 1985

M.A., Tulane University, Latin American Studies, 2002

Ph.D., Tulane University, Political Science, 2007

Academic Experience Research Professor, Tulane University, 2007

Related Experience Director, Center for Interamerican Policy and Research, Tulane University, 2007-

CIAPA, Executive Director, 2004-

Grupo Internacional de Finanzas, President, 1985-1999

Interalmexin, S.A., Vice President, CEO, 1985-1999

Distinctions Richard Greenleaf Award for Best Paper in the Social Sciences, 2002

Stone Center Award for Best Graduate Paper, 2004

Language & Proficiency Spanish 5; Italian 4

Overseas Experience Costa Rica

Research & Teaching Specializations Latin American Political Economy, State Building

Selected Publications

2013. *Representation and Effectiveness in Latin American Democracies: Congress, Judiciary and Civil Society*. Edited by Moira B. MacKinnon, Ludovico Feoli. Routledge.

2011. "Desempeño Legislativo En La Primera Legislature De La Administración Chinchilla." *Programa Estado de la Nación, Decimoséptimo Informe Estado de la Nación en Desarrollo Sostenible*. San José, Programa Estado de la Nación.

2011. Gobernabilidad y la Medición de la Efectividad Legislativa Desde la Prensa: El Caso de Costa Rica. Algo más que Presidentes. El Papel del Poder Legislativo en América Latina. M. Alcántara and M. García-Montero. Zaragoza, Fundación Manuel Giménez Abad de Estudios Parlamentarios y del Estado Autonómico.

2010. La Gestión Legislativa en Costa Rica 2006-2010, Ponencia preparada para el Decomosexto Informe Estado de la Nación. San José, Programa Estado de la Nación.

2009. "Costa Rica After CAFTA: The Calm That Follows the Storm?" *Revista Latinoamericana de Ciencia Política*. 29 (2): 355-379.

Latin American-Related Courses Taught in Last 2 years Neopopulism and the Turn to the Left in Latin America; A Survey of Institutional Theory in Contemporary Political Science; Contemporary Political Issues in Latin America; Central American Politics and Society

Dissertations and Theses Supervised in the Past 5 Years 2

SEFIRA FIALKOFF, CENTER FOR INTER-AMERICAN POLICY & RESEARCH

M.S., Tulane University Law School, International Development, 2015

B.A., University of California, Santa Cruz, Global Economics, 2009

Academic Experience Assistant Director, Center for Inter-American Policy and Research, 2016-

Related Experience Copy Editor, Tulane University & Global Development Network, 2016-

Researcher/Writer, Greater New Orleans Inc., 2015-2016

Communication Team Member, Halteman Consultants, 2014-2016

Language & Proficiency Spanish

Overseas Experience Costa Rica; Mexico

Key Responsibilities

- Serves as initial and primary contact for the Center, responding to questions regarding Center mission, activities, and programs. Including ensuring daily operations are supportive of the Center's strategy, vision, and mission.
- Works closely with the Executive Director and University Administrators in the development, preparation and implementation of the Center's operational budgets. Maintains, forecasts, and tracks monthly expenditures and annual budgets.
- Manages all aspects of the Postdoctoral Fellow Program to include assisting the Executive Director in the planning and execution of the selection process of Center post-doctoral fellows.
- Makes decisions independently regarding catering, room reservations, travel and logistical arrangements; and oversees the provision of such services in a seamless and smooth manner. Ensures copyrights and other authorizations are obtained and respected when required.
- Design, customize, and maintain the tactical implementation of content for web site and social media venues

GEORGE C. FLOWERS, EARTH ENVIRONMENTAL SCIENCES

B.S., University of South Alabama, Geology, 1975

M.A., University of California-Berkeley, Geology, 1977

M.S.E., Tulane, Environmental Engineering, 1995

Ph.D., University of California-Berkeley, Geology, 1979

Academic Experience Associate Professor, Tulane University, 1997-

Assistant Professor, Tulane University, 1981-1997

Related Experience Director, Environmental Studies Program, Tulane University, 2005-2007, 2010-2013

Director, Coordinated Instrumentation Facility, Tulane University, 2007-

Acting Chair, Department of Geology, Tulane University, 2000-2003

Project Director, Louisiana Systemic Initiatives Program, 1992-

Graduate Advisor, Department of Geology, Tulane University, 1982-1985

Distinctions Outstanding Educator Award, SEPM, 2001

Governor's Award for Excellence in Science Education, 1994

Language & Proficiency Spanish

Overseas Experience Mexico

Research & Teaching Specializations Mexico; Natural Science; Geology of the Yucatan Peninsula and Gulf of Mexico

Selected Publications

2013. "The role of ENSO climate shifts and the increase in the frequency and intensity of storm surges in the decline of large *Rangia cuneata* clams in Lake Pontchartrain." With M. Poirrier, C.N. Dunn, C. E. Caputo, and J.M. Adams. Pp. 177-196 in *Basics of the Basin Annual Meeting Proceedings*.

2007. "Occurrence of primary magnesium silicates (palygorskite-sepiolite) in karst terranes." With W.C. Isphording and D.T. Allison. Pp. 1671-1674 in *Proceedings of the 12th International Conference on Water-Rock Interaction*.

GUADALUPE GARCÍA, HISTORY

B.A., Pitzer College, Political Studies and Literature, 1997

M.A., California State University, Latin American Studies, 2001

Ph.D., University of North Carolina-Chapel Hill, History, 2006

Academic Experience Associate Professor, Tulane University, 2016-

Assistant Professor, Tulane University, 2009-2015

Assistant Professor, University of Central Florida, 2006-2008

Related Experience Associate Editor, Hispanic American Historical Review, (HAHR), 2017

James R Scobie Memorial Award Committee, Conference on Latin American History (CLAH), American Historical Association (AHA), 2015

Manuscript Reviewer, Academic Presses and Journals, 2012-2016

Distinctions John Carter Brown Library Fellowship, Short-Term, Brown University, 2016

Excellence in Graduate Teaching Award, Latin American Studies, Tulane University, 2015

Warwick Transatlantic Fellowship, University of Warwick, UK, 2013-2014

Honorable Mention, Woodrow Wilson National Fellowship Foundation, 2013

Finalist, Award to Louisiana Scholars and Artists (ATLAS), Board of Regents, 2013

Language & Proficiency Spanish 5; French 3

Overseas Experience Cuba; Spain; Mexico

Research & Teaching Specializations 19th & 20th c. Latin America; Urban Studies; Race and Ethnicity; Caribbean; Cuba

Selected Publications

2016. *Beyond the Walled City: Colonial Exclusion in Havana*. Berkeley: University of California Press.

2016. *Imprints of Revolution: Visual Representations of Resistance*. With Lisa B.Y. Calvente. London: Rowman & Littlefield International.

2015. "'La ciudad antigua y la ciudad nueva:' Topographies of Displacement in Nineteenth-Century Havana." *Revista Quiroga, Revisa de patrimonio Iberoamericano*, 7: 22-30.

2014. "The City Speaks: Dis/Articulating Revolutionary Havana, Cuba, and Global Belonging." With Lisa B.Y. Calvente. *Cultural Studies*, 28(3): 438-462.

2011. "Urban Guajiros: Colonial Reconcentración, Rural Displacement, and Criminalization in Western Cuba, 1895-1902." *Journal of Latin American Studies* 43(2): 209-235.

Latin American-Related Courses Taught in Last 2 years Sex and Gender in Colonial Latin America; Border Crossings: American Migrations; Introduction to Latin American History; Colonial Latin America; History, Myth, and Memory in the Cuban Revolution; The Latin American City: Issues and Trends

Number of Dissertations or Theses Supervised in the Past 5 Years 3

AMY GEORGE, SPANISH PORTUGUESE

B.A., Tulane University, Spanish and Latin American Studies, 1995

M.A., University of Arizona, Latin American Studies, 1998

Ph.D., Tulane University, Latin American Studies, 2004

Academic Experience Senior Lecturer/Senior Professor of Practice, Tulane University, 2012-
Lecturer, Tulane University, 2006-2012

Related Experience Fulbright Campus Review Committee Member, Tulane University, 2017-
ACTFL Oral Proficiency Interview (OPI) Rather of Spanish with Full Certification, 2010-
Director, Basic Language Program, Department of Spanish and Portuguese, Tulane University, 2007-2017

Distinctions Teaching Fellow, Center for Engaged Learning and Teaching, 2011-2012

Language & Proficiency Spanish 5; Portuguese 3; Yucatec Maya 2

Overseas Experience Mexico

Research & Teaching Specializations Linguistics; Latin American Literature; and Mesoamerican Art History

Selected Publications

Forthcoming. "The Burden of the Days: European Medical Astrology in the Book of Chilam Balam of Kaua." *Colonial Latin American Review*.

2018. "Transcending Classrooms, Communities, and Cultures: Service Learning in Foreign Language Teaching Methods Courses at Tulane University." With Alexandra Reuber and Kyle Patrick Williams. In *Civic Engagement in the Languages: A 'How-to' Guide on Developing Service-Learning Curriculum in World Languages Programs*. Edited by Jann Purdy.

2015. 2015. Yokol Cab: Mayan Translation of European Astrological Tests and Images in the Book of Chilam Balam of Kaua. *Ethnohistory*. 62(3): 525-552.

2007. "Las siete planetas: Medieval Reportorios in the Book of Chilam Balam of Kaua." In *Celebrations and Connections in Hispanic Literature*. A. Morris and M. Parker, eds. Newcastle: Cambridge Scholars Publishing. 70-84.

2005. "Tell me, Maiden: The Maya Adaptation of a European Riddle Sequence." *Journal of Latin American Lore*. 22 (2): 125-142.

Latin American-Related Courses Taught in Last 2 years Introductory Spanish I; Introductory Spanish II; Intensive Introductory Spanish; Intermediate Spanish; Translation Studies Theory

Number of Dissertations and Theses Supervised in the Past 5 Years 3

ANNIE GIBSON, CENTER FOR GLOBAL EDUCATION

B.A., Dartmouth College, Spanish and Latino Studies; Portuguese minor, 2003

M.A., Tulane University, Latin American Studies, 2007

Ph.D., Tulane University, Latin American Studies, 2010

Academic Experience Administrative Assistant Professor: Center for Global Education, 2014-
Professor of Practice, Tulane University, 2012-2014

Zemurray Stone Post Doc Teaching Fellow, Tulane University, 2012

Related Experience Associate Director of Intercultural Learning, 2016-
Administrator, Tulane Semester Abroad Program in Cuba, 2015-
Faculty Director, International Studies Activism and Networking (INSTANT), 2015
On Site Director, Tulane Semester Abroad Program in Cuba, 2011, 2014
On Site Director, Tulane Summer Abroad Program in Costa Rica, 2010, 2012

Distinctions Simón Rodríguez Award for the Best Undergraduate Teacher, Stone Center, 2015, 2016
J.B. Jackson Book Prize, Association of American Geographers, 2015

Language & Proficiency Spanish 5; Portuguese 5; French 1

Overseas Experience Cuba; Brazil; Costa Rica

Research & Teaching Specializations Cuban and Brazilian performance cultures; Brazilian immigration to the US

Selected Publications

2017. "Vínculos históricos entre Nueva Orleans, Luisiana y Cuba." *Revista Universidad de la Habana*. No 283: 44-59.

2015. *The Hispanic and Latino New Orleans: Immigration and Identity Since the Eighteenth Century*. With Andrew Sluyter, Case Watkins, James Chaney. Baton Rouge: LSU Press.

2015. "Performing Cultural Visibility: Brazilian Immigrants, Mardi Gras, and New Orleans." In *Performing Brazil: Essays on Culture, Identity and Performing Arts*. Edited by Severino Albuquerque and Kathryn Sanchez. Madison: University of Wisconsin Press.

2014. "Rediscovering lo cubano Through Capoeira in Cuba." *Postcolonialist*. 2(1).

2013. "Sambando New Orleans: Dancing Race, Gender, and Place with Casa Samba." *Studies in Latin American Popular Culture* 31.

Latin American-Related Courses Taught in the Last 2 Years Brazilian Film; Introduction to Brazilian Literature; Ethnography of Latin American Dance; Mindful Traveler: Cultural Critiques of Tourism; Latin American Infusions; Art, Architecture and Urban Development in Costa Rica; Contemporary Costa Rican Culture

ANTONIO GÓMEZ, SPANISH & PORTUGUESE

B.A., Universidad Nacional de Cuyo, Literature, 2000

M.A., University of Pittsburgh, Latin American Literature, 2003

Ph.D., University of Pittsburgh, Hispanic Languages and Literatures, 2007

Academic Experience Associate Professor, Tulane University, 2014-

Assistant Professor, Tulane University, 2008-2014

Visiting Assistant Professor, Tulane University, 2007-2008

Assistant Professor, Universidad Nacional de Cuyo, 2006-2007

Related Experience Director of Undergraduate Studies, Department of Spanish & Portuguese, Tulane University, 2012-

Proofreader, Revista Iberoamericana, 2003-

Distinctions Lucey Grant, School of Liberal Arts, Tulane University, 2016-2017

Excellence in Graduate Teaching Award, Tulane Graduate Studies Students Association, 2016

Carol S Levin Fund for Faculty Research Film Studies Program, Tulane University, 2014-2015

Glick Research Fellowship, School of Liberal Arts, Tulane University, 2014-2015

Language & Proficiency Spanish 5; French 3; Portuguese 4; Italian 2

Overseas Experience Argentina; Cuba

Research & Teaching Specializations Argentina; Literature of Exile; Latin American Literature and Film

Selected Publications

2016. "Distancia, afecto y razón: Entrenamiento elemental para actores de Federico León y Martín Rejtman." *Revista Iberoamericana*. 257: 793-804.

2016. "Displacing the 'I': Uses of the First Person in Recent Argentine Biographical Documentaries." Edited by Lupe Arenillas and Michael Lazzara. *Latin American Documentary Filmmaking in the New Millennium*. New York: Palgrave. 63-77.

2014. "First-Person Documentary and the New Political Subject: Enunciation, Recent History, and the Present in New Argentine Cinema." Edited by Vinicius Navarro and Juan Carlos Rodríguez. *New Documentaries in Latin America*. New York: Palgrave. 45-58.

2014. "Tango, Politics, and the Musical of Exile." Edited by Marilyn Miller. *Tango Lessons: Movement, Sound, Image, and Text in Contemporary Practice*. Durham: Duke UP. 118-139.

2013. "Argentine Multiculturalism and the Ethnographic Shift in Documentary Cinema: Martín Rejtman's Copacabana." *Social Identities* 19: (3-4): 340-355.

Latin American-Related Courses Taught in Last 2 years Modern Spanish American Literature; Film and Visual Culture in Spanish; Latin American Studies Graduate Seminar; Anatomy of the Argentine Novel; New Argentine Cinema: Topics, Forms, Authors; Wherever: Dislocation in Latin American Turn-of-the-Century Prose Fiction and Film; Cinema, History, and Memory in Latin America; Yo, argentino: Argentine Cultural Studies

Number of Dissertations and Theses Supervised in the Past 5 Years

DANIEL GOUGH, STONE CENTER FOR LATIN AMERICAN STUDIES

B.Mus., University of Georgia, Music Performance, 2006

A.B., University of Georgia, History, 2006

M.Mus., Florida State University, Music Performance, 2009

Ph.D., University of Chicago, Music, 2015

Academic Experience Visiting Professor, Tulane University, 2017-

Lecturer, Music and International Studies, University of Chicago, 2013, 2015-2017

Part-time Faculty, Music, Columbia College Chicago, Spring 2017

Course Assistant, Center for Latin American Studies and Music, University of Chicago, Spring 2014, Winter 2011

Teaching Assistant, College of Music, Florida State University, 2006-2008

Distinctions Franke Institute for the Humanities Fellowship, 2014-2015

Mellom/IE Graduate Fellowship for International Study (Fulbright-Hays Competition), 2011-2012

Jacob K. Jarvis Fellowship, U.S. Department of Education, 2008-2013

Language & Proficiency Portuguese 5; Spanish 4

Overseas Experience Brazil; Spain

Research & Teaching Specializations Ethnomusicology, Brazil, Music and Public Policy

Selected Publications

2017. "Re-contextualized Carnivals: A Brazilian Art Form in the Global Spaces of Festivalization." *ASAP/Journal* 2:1, 199-219.

2016. "Feeling Unsafe at the Intersection of Broad and Belle Plaine." *Ethnomusicology Review/Sounding Board* Special Issue—After Pulse.

Latin American-Related Courses Taught in Last 2 years Urban Music in Latin America

EDUARDO GUZMAN SAENZ, BUSINESS

B.A., Monterrey Institute of Technology and Higher Education, Business Administration & Public Accounting, 1973

M.B.A., Monterrey Institute of Technology and Higher Education, Business Administration, 1978

M.A., Michigan State University, Labor and Industrial Relations, 1982

M.A., Tulane University, Management, 1997

Ph.D., Tulane University, Organizational Behavior, 2000

Academic Experience Lecturer, Tulane University, 2017-

Visiting Professor, Tulane University, 2011-2017

Vice Provost for International Programs, Monterrey Institute of Technology and Higher Education, 2000-2011

Visiting Professor, Tsinghua University, Summer 2001

Related Experience President of the Mexican Association of International Education, Northeastern Chapter, 2007-2011

Training and Human Development Manager, Alfa, S.A. 1977-1980

Distinctions Fulbright Professor, Iowa State University, 1989-1990

Duffey Fellowship Award for Research, University of Texas, 1987

Language & Proficiency Spanish 5

Research & Teaching Specializations Organizational Behavior; Management

Selected Publications

2009. "Performing in a multi-cultural context: The role of personality." *_International Journal of Intercultural Relations_* 33: 475-485.

2003. "Development and Test of an International Student Performance Taxonomy." *_International Journal of Intercultural Relations_* 27: 659-681.

1997. "Cross-cultural Training." *_Pharos Journal_*. Universidad Iberoamericana, Chile.

Latin American-Related Courses Taught in Last 2 years Global Leadership in Latin America (MBA Course)

BENJAMIN M. HAN, COMMUNICATION

B.S., University of Texas at Austin, Radio-TV-Film, 2003

M.A., University of Southern California, Critical Studies, 2006

Ph.D., New York University, Cinema Studies, 2012

Academic Experience Assistant Professor, Tulane University, 2017-

Assistant Professor, Concordia University (Wisconsin), 2013-2017

Lecturer, Anne Arundel Community College, 2012-2013

Adjunct Professor, New York University, Fall 2011

Related Experience Dissertation Diversity Fellow, The College of Saint Rose, 2011-2012

Distinctions Diversity Dissertation Fellowship, Center for Citizenship, Race, and Ethnic Studies, The College of Saint Rose, 2011-2012

Smithsonian Institution Predoctoral Fellowship, 2011

Ford Foundation Dissertation Fellowship, 2011

Gaming Research Fellowship, Ceneter for Gaming Research, University of Nevada, 2011

Language & Proficiency Spanish 4; Korean 4

Research & Teaching Specializations Cinema and Film Studies, Cross-Cultural Communication, Asia and Latin America

Selected Publications

2017. "K-Pop in Latin America: Transcultural Fandom and Digital Mediation." *International Journal of Communication*, 11: 2250-2269.

GÜNTHER HANDL, LAW

Dr.Jur., University of Graz, 1969

L.I.B., Cambridge University, 1973

J.S.D., Yale University, 1978

Academic Experience Eberhard P. Deutsch Professor of Public International Law, Tulane University, 1996-

Related Experience Consultant, United Nations Environment Programme, 2007-2010

Advisor, Austrian Ministry of Foreign Affairs, Law of the Sea and International Environmental Law, 2005-2006

Consultant, World Bank, 2001-2002

Distinctions Prix Elizabeth Haub, 1998; Ford Foundation Grant, 1993

Language & Proficiency German 5; Italian 5; French 3; Spanish 2; Dutch

Overseas Experience Germany

Research & Teaching Specializations International Environmental Law

Selected Publications

2014. "Flag State Responsibility for Illegal, Unreported and Unregulated Fishing in Foreign EEZs." *Environmental Policy & Law*.

2012. *Beyond Territoriality: Transnational Legal Authority in an Age of Globalization*. Co-edited with J. Zekoll & P. Zumbansen. Boston: Brill Publisher.

2001. *Multilateral Development Banking: Environmental Principles and Concepts Reflecting General International Law and Public Policy*. Kluwer International

1999. "The Pinochet Case, Foreign State Immunity and the Changing Constitution of the Intl. Community." In *Developing and Development of International and European Law, Essays in Honour of Professor Konrad Ginther*. R. Kicker, editor. New York: Peter Lang Publishers.

1998. "The Legal Mandate of Multilateral Development Banks as Agents for Change toward Sustainable Development." *American Journal of International Law*. 92 (642).

Latin American-Related Courses Taught in Last 2 years International Environmental Law; Public International Law; Law of International Institutions; Human Rights; Transnational Litigation

DAN M. HEALAN, ANTHROPOLOGY

B.A., Georgia State University, Anthropology, 1967

M.A., University of Missouri, Anthropology, 1970

Ph.D., University of Missouri, Anthropology, 1973

Academic Experience Professor Emeritus, Tulane University, 2018-

Professor, Tulane University, 1996-2018

Associate Professor, Tulane University, 1984-1996

Assistant Professor, Tulane University, 1977-1984

Assistant Professor, Baylor University, 1974-1977

Related Experience Chair, Department of Anthropology, 1993-1994, 1995-1997

Field Supervisor, Instituto Nacional de Antropología e Historia Proyecto Tula Chico, Tula, Hidalgo, Mexico, 2002

Distinctions National Aeronautics and Space Administration, NASA/ASEE Fellowship, 1992

National Science Foundation, Anthropology Program Grant, 1980, 1986

Language & Proficiency Spanish 5

Overseas Experience Mexico

Research & Teaching Specializations Mexico; Archaeological Ceramics; Household and Settlement Patterns; Quantitative Analysis

Selected Publications

2016. "Collapse, regeneration, and the origins of Tula and the Toltec state." In *Beyond Collapse: Archaeological Perspectives on Resilience, Revitalization, and Transformation in Complex Societies*. Edited by Ronald K. Faulseit. Carbondale: Center for Archaeological Investigations.

2012. "Tula and the Toltecs." In *Oxford Handbook of Mesoamerican Archaeology*, Edited by D. L. Nichols and C. A. Pool. Oxford: Oxford University Press, pp. 372-384.

2012. "The archaeology of Tula, Hidalgo." *Journal of Archaeological Research* 20 (1): 53-115.

2011. "Viejos problemas y nuevas ideas sobre el urbanismo y la formación del Estado en la Tula del Postclásico." In *Mesoamérica: debates y perspectivas*. Edited by Eduardo Williams, Magdalena García Sánchez, Phil C. Weigand and Manuel Gándara. El Colegio de Michoacán, Zamora, pp. 155-182.

2011. "Aprovechamiento de las fuentes de obsidiana del Occidente de México en la época prehispánica." In *Patrones de asentamiento y actividades de subsistencia en el Occidente de México: reconocimiento a la doctora Helen P. Pollard*. Edited by Eduardo Williams and Phil C. Weigand. El Colegio de Michoacán, Zamora, pp. 189-207.

Latin American-Related Courses Taught in Last 2 years Human Origins; Highland Mexico Prehistory; Ancient Cities of Mesoamerica; Advanced Middle American Archaeology

Number of Dissertations or Theses Supervised in the Past 5 Years 1

CHRISTINE HERNANDEZ, THE LATIN AMERICAN LIBRARY

B.A., University of Illinois, Anthropology and Spanish, 1988

M.A., Tulane University, Anthropology, 1991

Ph.D., Tulane University, Anthropology, 2000

Academic Experience Curator of Special Collections, The Latin American Library, Tulane University, 2012-

Anthropology Lecturer and Instructor, Southeastern Louisiana University, 2006-2011

Research Associate, The Middle American Research Institute, 2001-

Related Experience Grant writer and Event coordinator, Middle American Research Institute, 2010-2011

Co-curator with David Dressing and Gabrielle Vail, "Maya Time Reckoning and the Language of Creation: Views the Merle Greene Robertson Collection," 2009; "Sacred Cenotes, Hidden Caverns: Years of Research in the Maya Area," 2008

Co-Principal Investigator, Mesoamerican Codices Database Project, 2004-2008

Production editor, Human Mosaic, 36(1), Special Issue, "The Bricker Almanac," 2005-2006

Co-director with Gabrielle Vail, *The Mesoamerican Codices Database Project* (<http://www.mayacodices.org>), 2001-

Language & Proficiency Spanish 5; French 1; Portuguese 1

Overseas Experience Spain; France; Mexico

Research & Teaching Specializations Anthropology; Maya; Mesoamerican Codices; Archaeology; Mexico

Selected Publications

2013. (with Gabrielle Vail) *Re-Creating Primordial Time: Foundation Rituals and Mythology in the Postclassic Maya Codices*. University of Colorado Press, Boulder.

2012. (with Gabrielle Vail) "Rain and Fertility Rituals in Postclassic Yucatan Featuring Chaak and Chak Chel." In *Ancient Maya of Mexico: Reinterpreting the Past of the Northern Maya Lowlands*, edited by Geoffrey Braswell. Equinox Publishing, London.

2011. (with Gabrielle Vail) "The Construction of Memory: The Use of Late Classic Divinatory Texts in the Late Postclassic Maya Codices." *Ancient Mesoamerica* 22(2): 449-462.

2010. (with Gabrielle Vail). *Astronomers, Scribes, and Priest: Intellectual Interchange Between the Northern Maya Lowlands and Highland Mexico in the Late Postclassic Period*. Dumbarton Oaks Research Library and Collection, Washington D.C.

2009. (with Gabrielle Vail) "Cords and Crocodilians: Creation Mythology in Late Postclassic Maya Iconography and Texts." In *Maya and Their Sacred Narratives: Text and Context in Maya Mythologies*, edited by Geneviève Le Fort et al, pp. 89-108. Verlag Anton Saurwein, Markt Schwaben, Germany.

CLAUDIA HERRERA, TROPICAL MEDICINE

B.S., University of Los Andes, Microbiology, 1994

M.S., University of Los Andes, Microbiology, 1998

M.S., Universidad de Valencia, Department of Advanced Studies (DEA), 2007

Ph.D., University of Los Andes, Biological Sciences, 2008

Academic Experience Research Assistant Professor, Department of Tropical Medicine, Tulane University, 2015

Senior Postdoctoral Fellow, Department of Tropical Medicine, Tulane University, 2012-2014

Teaching Fellow, University of Los Andes, 2004-2012

Related Experience Research Fellow, Research Center in Microbiology and Tropical Parasitology, University of Los Andes, 1994-2011

Distinctions Carol Lavin Faculty Grant, Tulane University, 2016

Center for Engaged Learning and Teaching Grant/Tulane University, 2016-2017, 2015-2016

Scholarship, COLCIENCIAS, National Doctorates, 2003-2007

Language & Proficiency Spanish 5

Overseas Experience Colombia; Spain; Bolivia; Ecuador; Mexico

Research & Teaching Specializations Tropical Medicine, Microbiology, Tropical Parasitology, Colombia

Selected Publications

2018. "Detailed ecological associations of triatomines revealed by metabarcoding and next-generation sequencing: implications for triatomine behavior and *Trypanosoma cruzi* transmission cycles." With Dumonteil, E. et. al. *Scientific reports*. 8(1):4140.

2018. "Congenital Transmission of *Trypanosoma cruzi* in Argentina, Honduras, and Mexico: An Observational Prospective Study." With Buekens, P. et. al. *The American journal of tropical medicine and hygiene*. 98(2):478-485.

2017. "Ten years of Chagas disease research: Looking back to achievements, looking ahead to challenges." With Dumonteil, E. *PLoS neglected tropical diseases*. 11(4):e0005422.

2016. "Molecular epidemiology of *Trypanosoma cruzi* and *Triatoma dimidiata* in coastal Ecuador." With Wong, YY, et. al. *Infection, genetics and evolution: journal of molecular epidemiology and evolutionary genetics in infectious diseases*. 41:207-212.

2016. "Chagas Disease Has Not Been Controlled in Ecuador." With Dumonteil, E., et. al. *PloS one*. 11(6):e0158145.

Latin American-Related Courses Taught in Last 2 years Chagas Capstone Independent Studies

YURI HERRERA-GUTIÉRREZ, SPANISH & PORTUGUESE

B.A., Universidad Nacional Autónoma de México, Political Science, 1997

M.A., University of Texas at El Paso, Bilingual Creative Writing, 2003

Ph.D., University of California, Berkeley, Spanish, 2009

Academic Experience Assistant Professor, Tulane University, 2013-Mellon Fellow, Tulane University, 2011-2013

Visiting Assistant Professor, University of North Carolina-Charlotte, 2010-2011

Related Experience Undergraduate Advisor, Department of Spanish and Portuguese, Tulane University, 2013-2016

Editor of the literary magazine *el perro*, 2007-

Member of the Board of Editors of the *Revista de Literatura Mexicana Contemporánea*, University of Texas at El Paso, 2002

Distinctions

Young Mellon Professorships in the Humanities Award, Tulane University, 2016

Best Translated Book Award (with translator Lisa Dillman), for *Signs Preceding the End of the World*, Three Percent/University of Rochester, 2016

A Legend in His Own Time Award, Pirate's Alley Faulkner Society, 2016.

Anna Seghers Preis, Anna Seghers Foundation, 2016

Otras voces, otros ámbitos prize, awarded to the best novel published in Spain in 2008, to *Trabajos del reino*, 2009

Premio Binacional de Novel Fronteriza for *Trabajos del reino*

Language & Proficiency Spanish**Overseas Experience** Mexico**Research & Teaching Specializations** Mexican Cultural Studies, Border Studies**Selected Publications**

2017. "Los objetos." In *El Malpensante*. No 186.

2017. "Los otros." In *Nagari Magazine*. Miami.

2017. "La decadencia de la familia Wilde" in *Los pelos en la mano. Antología del cuento político y social mexicano reciente*. Mexico: Lectorum.

2016. "El obituarita". In *Los Bárbaros*.

2016. *Talud*. Houston, TX: Literal Publishing / Rice University.

Latin American-Related Courses Taught in Last 2 years Palimpsestes; Mexican Literature; Migraciones; Spanish Conversation and Composition; Creative Writing in Spanish; Historical Novel of Latin America;

Number of Dissertations or Theses Supervised in the Past 5 Years 2

ROBERT M. HILL, ANTHROPOLOGY

B.A., University of Pennsylvania, Anthropology, 1974

M.A., University of Pennsylvania, Anthropology, 1976

Ph.D., University of Pennsylvania, Anthropology, 1980

Academic Experience Professor, Tulane University, 1997-

Associate Professor, Tulane University, 1994-1997

Associate Professor, University of Texas-San Antonio, 1987-1994

Related Experience Director, Tulane University Center for Archaeology, 2005-2011

Chair, Anthropology Department, Tulane University, 2001-2003, 1997-1998

Field Researcher, Eastern Chajoma Project, Guatemala, 1991

Distinctions NEH Research Grant, Cakchiquel Chronicles Translation Project, 1997-1998

Fulbright Fellowship, 1991

Language & Proficiency Spanish 5**Overseas Experience** Guatemala

Research & Teaching Specializations Guatemala; Cultural Anthropology; Ethnohistory; Late Postclassic and Colonial Highland Maya Society

Selected Publications

2012. *Pictograph to Alphabet – and Back: Reconstructing the Pictographic Origins of the Xajil Chronicle*. Transactions of the American Philosophical Society.

2006. *Kaqchikel Chronicles*. With Judith M. Maxwell. Austin: University of Texas Press.

1991. *Colonial Cakchiquels: Highland Maya Adaptations to Colonial Rule, 1600- 1700*. Case Studies in Anthropology Series. New York: Holt, Rinehart, and Winston.

1989. *The Pirir Papers and Other Colonial Period Cakchiquel- Maya Testamentos*. Nashville: Vanderbilt University Publications in Anthropology.

1989. "Social Organization by Decree in Colonial Highland Guatemala." *Ethnohistory*. 36 (2).

Latin American-Related Courses Taught in Last 2 years Middle American Indians

Number of Dissertations or Theses Supervised in the Past 5 Years 3

OLIVER HOUCK, LAW

B.A., Harvard University, English, 1960

J.D., Georgetown Law Center, 1967

Academic Experience Professor, Tulane University School of Law, 1986-

Associate Professor, Tulane University School of Law, 1982-1986

Visiting Professor, Tulane University School of Law, 1981-1982

Related Experience Director, Environmental Law Program, Tulane University, 1986-

Vice President for Conservation and Education, National Wildlife Federation, Washington, D.C., 1979-81

Assistant United States Attorney, Office of the U.S. Attorney for the District of Columbia, Washington, D.C., 1968-1971

Distinctions Excellence in Teaching Award, Graduate School, Tulane University, 2002

Marks Research Award, Tulane University School of Law, 2001, 2002

Felix Frankfurter Distinguished Teaching Award, Tulane University School of Law, 1987

Conservationist of the Year, Louisiana, 1985

Language & Proficiency Spanish 4; French 3

Overseas Experience Mexico; Cuba

Research & Teaching Specializations Environmental and Natural Resources Law; Cuba

Selected Publications

2009. *Taking Back Eden*. Island Publishers.

2002. "Unfinished Stories." *Colorado Law Review*.

2002. *The Clean Water Act TMDL Program: Law, Policy and Implementation*. 2nd ed. Washington, D.C.: Environmental Law Institute.

2002. "TMDLs V: Aftershock and Prelude." *Environmental Law Reporter*.

2000. "Environmental Law in Cuba." *Journal of Land Use and Environmental Law*.

Latin American-Related Courses Taught in Last 2 years Natural Resources Law; Pollution Control Law; Toxics and Hazardous Wastes; Water Resources; Fisheries Management; International Environmental Law

Number of Dissertations or Theses Supervised in the Past 5 Years N/A

HARRY HOWARD, SPANISH PORTUGUESE

B.A., University of North Carolina, Interdisciplinary Studies, 1980

M.A., Cornell University, Linguistics, 1988

Ph.D., Cornell University, Linguistics, 1993

Academic Experience Associate Professor, Tulane University, 1998-

Assistant Professor, Tulane University, 1991-1998

Related Experience Chair, Student Academic Judiciary Committee, 2006

Undergraduate Spanish Major and Minor Advisor, 2006

Associate Chair, Department of Spanish & Portuguese, Tulane University, 1999-2000

Distinctions BORSF-ENH-029HUM Grant, "Innovation, Immersion, and Integration: The Future of Foreign Language Studies at Tulane," 2000-2001

Culpepper Grant, Tulane University, 2000

Mellon Fellowship for summer research in Latin America, 1999, 1998, 1996, 1995, 1994, 1993

Language & Proficiency Spanish 5

Overseas Experience Spain

Research & Teaching Specializations Language; Neuromimetic Modeling of Linguistics and Allied Phenomena

Selected Publications

2007. "Sparseness and Entropy in Semantic Change: Precedents from Early Vision." *International Journal of English Studies*. 7 (1):17-34.

2006. "Simulated evolution of a radial category for the diminutive." In *Language, Mind, and the Lexicon*. Ibarretxe-Antuñano, et al., eds. Hamburg: Peter Lang.

2004. *Connectionist semantics: An artificial neural network approach to coordinators, quantifiers, and collective predicates*. New York: Elsevier Scientific.

2004. "Four challenges for cognitive neuroscience and the cortico-hippocampal division of memory." *Behavioral and Brain Sciences*. 27: 681-2.

2001. "Entropic vs. negentropic causation." In *Linguagem e Cognição: A perspectiva da Linguística Cognitiva*. Augusto Soares da Silva, ed. Brazil: Associação Portuguesa de Linguística.

Latin American-Related Courses Taught in Last 2 years

Hispanic Bilingualism (with SL); Advanced Spanish Grammar and Composition; Spanish Phonetics and Phonology; Iberoamerican Dialectology; Spanglish

JAMES D. HUCK JR., STONE CENTER FOR LATIN AMERICAN STUDIES

B.S.F.S., Georgetown University, International Affairs, 1990

M.A., Tulane University, Latin American Studies, 1993

Ph.D., Tulane University, Latin American Studies, 1997

Academic Experience Administrative Associate Professor, Tulane University, 2018

Administrative Assistant Professor, Tulane University, 2003-

Visiting Assistant Professor, Tulane University, 2001-2003

Assistant Professor, Albright College, 1998-2000

Related Experience Graduate Advisor, Stone Center for Latin American Studies, Tulane University, 2001-

Director of the Johnson Center for Latin American Studies, Albright College, 1998-2000

President, Southeastern Council of Latin American Studies (SECOLAS), 2017-2018

Executive Committee Member, Consortium of Latin American Studies Program (CLASP), 1998-2001

Newsletter Co-Editor/ Executive Council Member, Middle Atlantic Council of Latin American Studies, 1999-

Distinctions Latin Americanist Graduate Organization (LAGO) Outstanding Faculty Member Service Award, 2012

Simon Rodriguez Award, Best Undergraduate Teacher in Latin American Studies, Tulane University, 2002

John H. Stibbs Award for Best Undergraduate Teacher, Tulane University Associated Student Body, 1998

Language & Proficiency Spanish 5; Portuguese 2

Overseas Experience Mexico; Costa Rica

Research & Teaching Specializations Contemporary Mexican Foreign Policy; General Latin American International Relations; Latin American Diplomatic History

Selected Publications

2017. *Modern Mexico*. New York: ABC-CLIO Publishers.

2008. *Mexico: A Global Studies Handbook*. New York: ABC-CLIO Publishers.

2002. "Nationalism." In *Mexico and the United States*. Lee Stacy, editor. New York: Marshall Cavendish Corp.

1999. "Palma Guillén, Mexico's First Female Ambassador and the International Image of Mexico's Post-Revolutionary Gender Policy." *MACLAS: Latin American Essays*. 13: 159-171.

Latin American-Related Courses Taught in Last 2 years Latin American Studies Core Seminar (Graduate); Latin American Studies Core Seminar (Undergraduate); Introduction to Latin American Studies; Mexican Politics; Latin American International Relations

Number of Dissertations or Theses Supervised in the Past 5 Years 2

MARTHA K. HUGGINS, SOCIOLOGY

B.A., California State University, Sociology, 1967

M.A., Arizona State University, Sociology, 1973

Ph.D., University of New Hampshire, Sociology, 1981

Academic Experience Professor Emerita, Tulane University

Professor, Tulane University, 2003-2012

Professor, Union College, 1989-2003

Visiting Scholar, Netherlands School of Human Rights Research, 2001

Visiting Professor, University of Brasilia, Brazil, 1993

Assistant/ Associate Professor, Union College, 1979-1989

Related Experience Executive Committee, Brazilian Studies Association, 2001-2004

President, International Sociological Association Research Section on Deviance and Social Control, 1998-2002

Fulbright Awards Discipline Advisory Committee in Criminology, 1994-1997

Distinctions Charles A. and Leo M. Favrot Professor of Human Relations, Tulane University, 2003-

NECLAS and Division of International Criminology Best Book prizes for "Violence Workers: Police Torturers and Murderers Reconstruct Brazilian Atrocities"

Michael J. Hindelang and the NECLAS Best Book prizes for "Political Policing: The United States and Latin America"

Fulbright Fellowships, 1991, 1981

Language & Proficiency Portuguese 5; Spanish 3

Overseas Experience Brazil; Colombia

Research & Teaching Specializations Brazil; Political Policing; Torture and Violence; Urban Sociology

Selected Publications

2012. "Uma Aliança Notória de Torture." *Revista Anestesia: Política e Justiça de Transição*, vol. 5; Pp. 194-209.

2008. *Women Fielding Danger: Negotiating Ethnographic Identities in Field Research*. Editor with Marie-Louise Glebbeek. Boulder, CO: Rowan and Littlefield Publishers.

2002. *Violence Workers: Brazilian Torturers and Murderers Reconstruct Atrocities*. With Mika Haritos-Fatouros and Philip Zimbardo. Berkeley: University of California Press.

1998. *Political Policing: The United States and Latin America*. Durham: Duke University Press.

1991. *Vigilantism and the State in Modern Latin America: Essays of Extra-legal Violence*. Editor. Westport, CT: Praeger.

LAURA-ZOË HUMPHREYS, COMMUNICATION

B.A., McGill University, Anthropology and Women's Studies, 2000

M.A., University of Chicago, Anthropology, 2004

Ph.D., University of Chicago, Cinema and Media Studies and Anthropology, 2012

Academic Experience Assistant Professor, Tulane University, 2017-

Assistant Professor, University of Manitoba, 2014-2017

Mellon Postdoctoral Fellow in Diaspora Studies, Johns Hopkins University, 2012-2014

Distinctions Social Science Research Council International Dissertation Research Fellowship, 2007-2008

Fonds québécois de la recherche sur la société et la culture (FQRSC) Doctoral Award in Social Sciences, 2006-2007, 2004

Social Science and Humanities Research Council of Canada (SSHRC) Doctoral Award in Social Sciences, 2004-2006

Century Fellowship, University of Chicago, 2001-2005

Language & Proficiency Spanish; French

Overseas Experience Cuba; Mexico

Research & Teaching Specializations Media and the Public Sphere, Media Piracy, Digital Media, Post/socialism, Cuban and Latin American Cinema

Selected Publications

2017. "Paranoid Readings and Ambivalent Allegories in Cuban Cinema," *Social Text* 132 35.3: 17-40.

2012. "Symptomologies of the State: Cuba's 'Email War' and the Paranoid Public Sphere." *Digital Cultures and the Politics of Emotion: Feelings, Affect and Technological Change*. Editors, A Kuntsman and A. Karatzogianni. Basingstoke and New York: Palgrave MacMillan.

Latin American-Related Courses Taught in Last 2 years Cross-Cultural Analysis

SUYAPA INGLÉS, STONE CENTER FOR LATIN AMERICAN STUDIES

H.S., Annunciation, Business Courses, 1965

Academic Experience Assistant Director of Administration, Stone Center, Tulane University, 2000-

Assistant Director, Stone Center for Latin American Studies, Tulane University, 1991-2000

Administrative Assistant, Tulane University Administrative Services, 1981-1991

Distinctions President's Award for Distinguished Service, Tulane University, 2004

Liberal Arts & Sciences Staff of the Year Award, Tulane University, 1997

Language & Proficiency Spanish 5

Overseas Experience Honduras; Mexico

Key Responsibilities

- Full accountability for all administrative operations including financial management, human resource management, property, equipment, facilities administration, information and technology management.
- Management of daily operations of the Stone Center. Responsible for initiating, overseeing and approving all personnel matters.
- Work closely with the Executive Director, Center Staff and University Administrators in the development, preparation and implementation of institutional operational budgets and long-range fiscal plans of the Stone Center.
- Supervise budget and finances of the Stone Center, insuring that transactions conform to University, donor, foundation and agency guidelines.
- Initiate and approve all payments and reimbursements, honoraria and purchases of the Stone Center.

KATHARINE JACK, ANTHROPOLOGY

B.S., University of Calgary, Physical Anthropology, 1992

M.A., University of Calgary, Physical Anthropology (Primateology), 1995

Ph.D., Physical Anthropology (Primateology), University of Alberta, 2001

Academic Experience Director, Environmental Studies Program, Tulane University, 2017-Present
Professor, Tulane University, 2016-

Associate Professor, Tulane University, 2009-2016

Assistant Professor, Tulane University, 2003-2009

Related Experience Reviewer for the American Journal of Primatology, Folia Primatologica, American Journal of Physical Anthropology, Behaviour, Current Biology, Primates, Environmental Anthropology, the Leakey Foundation, and Primate Conservation Incorporated

Principal Investigator, MHCs, mate choice and dispersal decisions in wild *Cebus capucinus*, Santa Rosa National Park, Costa Rica, 2011-

Distinctions Leakey Foundation Grant, 2010-2013

Margot Marsh Biodiversity Foundation Grant, Conservation International, 2003-2004

Language & Proficiency Spanish 3; French 1

Overseas Experience Ecuador; Costa Rica

Research & Teaching Specializations Physical Anthropology; Primatology; Primate Behavioral ecology and conservation, Costa Rica

Selected Publications

2017. Jack KM and Kalbitzer U. "How to cultivate a tree: celebrating the career of Linda Marie Fedigan." *Evolutionary Anthropology*. 26(4): 139-142.

2017. Teichroeb JA and Jack KM. "Alpha male replacements in nonhuman primates: Variability in processes, outcomes, and terminology." *American Journal of Primatology*. <https://doi.org/10.1002/ajp.22674>

2017. Kalbitzer U, Bergstrom ML, Carnegie SD, Wikberg EC, Kawamura S, Campos FA, Kack KM, and Fedigan LM. "Female sociality and sexual conflict shape offspring survival in a Neotropical primate." *Proceedings of the National Academy of Sciences*. 114(8): 1892-1897.

2017. Wikberg EC, Jack KM, Fedigan LM, Campos, FA, Sato A, Bergstrom M, Hiwatashi T, and Kawamura S. "Inbreeding avoidance and female mate choice shape reproductive skew in capuchin monkeys (*Cebus capucinus*)." *Molecular Ecology*. 26(2): 653-667.

2016. Sargeant E, Wikberg E, Kawamura S, Jack KM, and Fedigan LM. "Paternal kin recognition and infant care in white-faced capuchins (*Cebus capucinus*)." *American Journal of Primatology*. 78: 659-668.

Number of Dissertations or Theses Supervised in the Past 5 Years 3

MARKY JEAN-PIERRE, FRENCH & ITALIAN **Until July 1, 2018, current search under way for replacement

Ed.D., University of Massachusetts Amherst, Literacy and Culture, 2011

M.A., University of Massachusetts Amherst, French and Francophone Studies, 2011

M.A., University of Massachusetts Boston, Applied Linguistics, 2005

B.A., University of Massachusetts Boston, Psychology, 2003

B.S., State University of Haiti, Psychology, 1995

Academic Experience Professor of Practice, Tulane University, 2014-

Related Experience USAID / RTI. Consultant and Language and Literacy Advisor, 2013-2014

President of Board of Directors, Honor for Haiti Foundation (FONHOH), 2005-

Research, Haitian Institute of Childhood, 1993-1995

Distinctions Grant to develop online Haitian Creole courses, Tulane University

Fullbright Scholarship, France

Language & Proficiency Haitian Creole 5; French 5; Spanish 1

Research & Teaching Specializations Francophone Caribbean Literature; 20th Century French Literature; Haitian Language, Culture, and History; Language Instruction; Post-colonial Theory

Selected Publications

2016. *Language and Learning in a Post-Colonial Context: A Critical Ethnographic Study in Schools in Haiti*. Routledge, UK.

2016. "Kesyon Lang nan Ansyman Siperye nan Peyi Ayiti". *Haiti Perspectives*, Vol 5(2).

2013. "The Challenge and Promise of Multilingualism in the Caribbean: Focus on Haiti." *Bilingual Education and Language Policy in the Global South*. Routledge, UK.

2013. "Pwoblem lang instriksyon an n Ayiti: Yon etid etnografik sou lang ask edikasyon an n Ayiyu." In Govain Renaud.

2013. *Developing Proficiency in English as a Foreign Language by Integrating Content and Language Learning in a High School in France: Implications for Plurilingualism*.

Latin American-Related Courses Taught in Last 2 years Intermediate Haitian Creole; French Media and Oral Performance; Advanced Haitian Creole

M. CASEY KANE LOVE, POLITICAL SCIENCE

B.A., Tulane University, 1997

M.A., Tulane University, Latin American Studies, 2000

Ph.D., Tulane University, Political Science, 2005

Academic Experience Senior Professor of Practice, Tulane University, 2013-

Professor of Practice, Tulane University, 2007-2013

Visiting Assistant Professor, Tulane University, 2005-2007

Related Experience Advisory Committee, Center for Engaged Learning and Teaching, 2016-

Study Abroad Advisor, Department of Political Science, 2015-

Co-Director, Altman Program in International Studies and Business, 2011-

Coordinator, Public Service Internship Program, Department of Political Science, 2007-

Professor-in-Charge, Tulane Summer Guadalajara Program, 2002-2003

Distinctions School of Liberal Arts Outstanding Service Award, 2016

The Barbara E. Moely Service Learning Teaching Award, 2013

Simon Rodriguez Award for Best Undergraduate Teacher, Stone Center for Latin American Studies, 2012

Andrew W. Mellon Foundation Fellowship, 2002-2003

Language & Proficiency Spanish 4; Portuguese 2

Overseas Experience Mexico; Brazil; Dominican Republic

Research & Teaching Specializations U.S.-Latin American Relations; Mexican Politics; Latin American Politics; Immigration; International Relations; Comparative Politics

Latin American-Related Courses Taught in Last 2 years Latin American International Relations; Mexican Politics; Politics of Immigration; Introduction to Globalization

Number of Dissertations or Theses Supervised in the Past 5 Years 1

JORDAN KARUBIAN, ECOLOGY EVOLUTIONARY BIOLOGY

B.S., University of California, San Diego, Ecology, 1993

M.S., University of Chicago, Ecology and Evolution, 1997

Ph.D., University of Chicago, Ecology and Evolution, 2001

Academic Experience Associate Professor, Tulane University, 2016-

Assistant Professor, Tulane University, 2010-2015

Instructor, University of California, Los Angeles, 2007-2009

Related Experience Director of Graduate Studies, EE Biology, 2015

Associate Researcher, University of California, Los Angeles, Institute for the Environment, 2007-

Latin America Director, University of California, Los Angeles, Center for Tropical Research at the Institute of the Environment, 2002-

Assistant Researcher, University of California, Los Angeles, 2004-2007

Distinctions Elective Member, American Ornithologists Union, 2014

Biotropica Award for Excellence in Tropical Biology and Conservation. Association for Tropical Biology and Conservation, 2013

Kylene and Brad Beers Professorship in Social Entrepreneurship, Tulane University, 2012-2015

Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty, 2012

International Research Fellow, National Science Foundation, 2004-2006

Fulbright Fellow, Ecuador, 2003

Language & Proficiency Spanish 5; Portuguese 3

Overseas Experience Ecuador; Brazil; Costa Rica; Mexico

Research & Teaching Specializations Tropical Research; Animal Behavior; Conservation; Ecology; Evolution; Ornithology; Ecuador

Selected Publications

2017. Genetic structure of brown pelicans (*Pelecanus occidentalis*) in the northern Gulf of Mexico in the context of human management and disturbance. With Geary, B., S.M. Longest, K. Ottewell, S.M. Lantz, S.T. Walter, and P.L. Leberg. *PLoS One* 12.

2017. Environmental disturbance increases social connectivity in a tropical passerine bird. With Lantz, S. *PLoS One* 12(8): 0183144.

2017. Production of plumage ornaments among males and females of two closely related tropical passerine bird species. With Enbody, E., S.M. Lantz. *Ecology & Evolution* 7: 4024-4034.

2016. Nectar robbing impacts pollinator behavior but not plant reproduction. With Hazlehurst, J.A. *Oikos* 125: 1668-1676.

2015. Genetic consequences of seed dispersal to sleeping trees by spider monkeys. With K. Ottewell, A. Link, and A.

Number of Dissertations or Theses Supervised in the Past 5 Years 9

CARL KENDALL, GLOBAL COMMUNITY HEALTH & BEHAVIORAL SCIENCES

B.A., Swarthmore College, Anthropology, 1969

M.A., University of Rochester, Anthropology, 1972

Ph.D., University of Rochester, Anthropology, 1974

Academic Experience Senior Professor, Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq), 2006-Professor, Tulane University, 2000-

Related Experience Field Work (Brazil), FIOCRUZ, Family Health Strategy of Ceara, 2016

Field Work (Brazil), Department of Science and Technology (DECIT), "Mais Médicos"(More Physicians) Program in Rural Settlements, 2015

Distinctions Building Haiti's Capacity in Monitoring and Evaluation, CDC PEPFAR, non-PEPFAR, 2009-2014

Language & Proficiency Spanish 5; French 3; Portuguese 3

Overseas Experience Honduras; Guatemala; Peru ; Bolivia ; Colombia ; Mexico ; Dominican Republic ; Brazil ; Cuba

Research & Teaching Specializations Brazil; Haiti; Medical Anthropology; Monitoring and Evaluation; Research Methods; Health Disparities; HIV/AIDS; Leprosy

Selected Publications

2017. "Presence of Mycobacterium leprae genotype 4 in environmental waters in Northeast Brazil." Macedo, M.L.B., Holanda, M.V., Lima, L.N.C., Sabadia, J.A.B., Duarte, C.R., Almeida, R.L. F., Kendall, C., Kerr, L.R.F.S., Frota, C.C. *Revista da Sociedade Brasileira de Medicina Tropical*, v.50, p. 216-222.

2017. "Percepções de mulheres profissionais do sexo sobre acesso do teste HIV: incentivos e barreiras." Sousa, R.M.R.B., Frota, M.M.A., Castro, C., Kendall, C., Kerr, L.R.F.S. *Saúde em Debate*, v. 41, p. 513-525.

2017. "Hazardous alcohol use among transwomen in a Brazilian city." Kerr-Correa, F., Pinheiro, F.M.J., Martins, T.A., Costa, D.L., Macena, R.H., Mota, R.M., Yaegaschi, M.Y., Carneiro, K.L., Kendall, C., Kerr, L.R. *Cad Saude Publica* 33, e00008815.

2016. "Inpatient comparison of Mycobacterium leprae by VNTR analysis in nasal secretions and skin biopsy in a Brazilian leprosy endemic region." Lima, L.N., Kendall, C., Fontes, A.N., Li, W., Suffys, P.N., D Vissa, V., Mota, R.M., Almeida, R.L., Pontes, M.A., Alves, H.D.S.G., Frota, C.C. *Leprosy Review* 87, 486-500.

2016. "Risk factors associated with resistance to HIV testing among transwomen in Brazil." Pinheiro Junior, F.M., Kendall, C., Martins, T.A., Mota, R.M., Macena, R.H., Glick, J., Kerr-Correa, F., Kerr, L. *AIDS Care* 28, 92-97.

Latin American-Related Courses Taught in Last 2 years GCHB 6130 Formal Qualitative Methods; GCHB 7160 Biological & Behavioral Surveillance in Hard to Reach Populations Using Respondent-Driven Sampling (RDS)

Number of Dissertations or Theses Supervised in the Past 5 Years 12

THOMAS A. KLINGLER, FRENCH ITALIAN

B.A., Manchester College, French, 1983

M.A., Indiana University, French Linguistics, 1986

M.A., Indiana University, General Linguistics, 1988

Ph.D., Indiana University, French Linguistics, 1992

Academic Experience

Associate Professor & Seola Arnaud Edwards Professor, Tulane University, 1998-

Assistant Professor, Tulane University, 1992-1998

Related Experience Director of Graduate Studies, Department of French and Italian, Tulane University, 2000-2003

Distinctions Named *Chevalier dans l'Ordre des Palmes Académic* (Knight in the Order of the Academic Palmes) by the French Minister of Education, 2013

Language & Proficiency French 5; German 3; Louisiana Creole 5; Haitian Creole 2

Overseas Experience Lesser Antilles ; France; Haiti

Research & Teaching Specializations Louisiana; Haiti; Language/Linguistics; Creole Languages and Cultures

Selected Publications

2017. "La Louisiane." In Reutner, Ursula (ed.). *Manuel de francophonies. Situation sociolinguistique, aménagement linguistique et particularités du français*. Berlin : de Gruyter. 394-428

2015. "Beyond Cajun: Toward an expanded view of regional French in Louisiana." In Picone, Michael D. and Catherine Evans Davies (eds.). *New perspectives on language variety in the South. Historical and contemporary approaches*. Tuscaloosa: The University of Alabama Press. 627-640.

2013. "Louisiana Creole." With Ingrid Neumann-Holzschuh. In *The Survey of Pidgin and Creole Languages, vol II, Portuguese-based, Spanish-based, and French-based languages*. Susanne Maria Michaelis, Philippe Maurer, Martin Haspelmath, and Magnus Huber, eds. Oxford: Oxford University Press. 229-240.

2009. *Dictionary of Louisiana French as Spoken in Cajun, Creole, and American Indian Communities*. With Albert Valdman, et al. Jackson: University Press of Mississippi.

2003. *"If I Could Turn my Tongue Like That": The Creole of Pointe Coupee Parish, Louisiana*. Baton Rouge: Louisiana State University Press.

Latin American-Related Courses Taught in Last 2 years French Around the World; Pidgin and Creole Languages

Number of Dissertations or Theses Supervised in the Past 5 Years 3

KRIS LANE, HISTORY

B.A., University of Colorado-Boulder, History & Latin American Studies, 1991

Ph.D., University of Minnesota, History, 1996

Academic Experience France Vinton Scholes Chair in Colonial Latin American History, Tulane University, 2011-

Professor, College of William & Mary, 1997-2011

Related Experience Department Chair, History Department, Tulane University, 2016-2019

Director of Graduate Studies, History Department, Tulane University, 2014-2016

Editorial Board, *Fronteras de la Historia*, 2011-2016

General Editor, *Colonial Latin American Review*, 2010-

President, Forum on European Expansion and Global Interaction (FEEGI), 2006-2008

Distinctions School of Liberal Arts Research Award, Tulane University, 2016

John Simon Guggenheim Memorial Foundation Fellowship, 2015-2016

Mellon Research Fellowship, Huntington Library, 2011, 2012

Language & Proficiency Spanish 5; Portuguese 3

Overseas Experience Andes; Southern Cone; Iberia; Colombia; Brazil

Research & Teaching Specializations Andes; South America

Selected Publications

2016. "Ecuadorian Cinnabar and the Prehispanic Trade in Vermilion Pigment: Viable Hypothesis or Red Herring?" With Richard L. Burger (1st) and Colin A. Cooke (3rd). *Latin American Antiquity* 27(1): 22-35.

2015. "La corrupción vs. dominación colonial. El gran fraude de la Casa de la Moneda de Potosí, 1649." *Boletín del Instituto de Historia Argentina y Americana "Dr Emilio Ravignani."* University of Buenos Aires, Tercera serie, 43(2): 94-130.

2015. *Pillaging the Empire: Global Piracy on the High Seas, 1500-1750*. 2d revised & expanded ed. New York: Routledge.

2012. *Latin America in Colonial Times*. With Matthew Restall. Cambridge.

2012. *Crossroads & Cultures*. With Bonnie Smith, et al. Bedford/St. Martin's.

Latin American-Related Courses Taught in Last 2 Years Mining the Americas; Colonial Latin American Historiography; Colonial Latin American survey; Three Latin American Cities: Methods Seminar; Slavery in the Americas: A Comparative Approach

Number of Dissertations or Theses Supervised in the Past 5 Years 1

AMALIA LEGUIZAMÓN, SOCIOLOGY

B.A., McKendree College, Sociology, 2004

M.A., Queens College, CUNY, Sociology, 2009

M.Phil., The Graduate Center, CUNY, Sociology, 2010

Ph.D., The Graduate Center, CUNY, Sociology, 2014

Academic Experience Assistant Professor, Tulane University, 2014-

Adjunct Lecturer, Brooklyn College, CUNY, 2013-2014

Distinctions Robert Boguslaw Award for Technology and Humanism, Section on Environmental Sociology, American Sociological Association, 2017

Faculty Fellows Research Grant, Newcomb College Institute, Tulane University, 2017

Course Development Grant, Environmental Studies Program, Tulane University, 2016

Lucey Grant. School of Liberal Arts, Tulane University, 2015-2016

Language & Proficiency Spanish 5; French 3; Portuguese 2; Italian 2

Overseas Experience Argentina;

Research & Teaching Specializations Environmental Sociology; Development; Globalization; Social movements; Food studies

Selected Publications

2016. "Disappearing Nature? Agribusiness, Biotechnology, and Distance in Argentine Soybean Production." *Journal of Peasant Studies* 43 (2): 313-330.

2016. "Environmental Injustice in Argentina: Struggles Against Genetically Modified Soy." *Journal of Agrarian Change* 16 (4): 684-692.

2016. "Las luchas por la justicia ambiental en la Argentina sojera." *Estudios Críticos del Desarrollo* 6 (11): 129-149.

2014. "Modifying Argentina: GM Soy and Socio-Environmental Change." *Geoforum* 53:149-160

2013. "Freedom of Speech in Collectivist Cultures: Cross-Cultural Analysis of Attitudes in Argentina, China, Japan, Nigeria, Qatar, and Turkey." Co-authored with William Haskins and Xiaohui Pan. *International Journal of Diversity in Organisations, Communities and Nations* (5): 91-100.

Latin American-Related Courses Taught in Last 2 years Sustainable Development in Latin America; Latin America & the Environment; Latin American Development

CAMILO ARTURO LESLIE, SOCIOLOGY

B.A., Columbia University, English Literature, 1999

J.D., University of Michigan, 2010

Ph.D., University of Michigan, Sociology, 2015

Academic Experience Assistant Professor, Tulane University, 2017-

Postdoctoral Fellow, Baldy Center for Law and Social Policy, SUNY Buffalo, 2015-2017

Visiting Scholar, Institute for Advanced Studies in Business Administration, Caracas, Venezuela, 2012

Related Experience Associate Editor, *Law and Social Inquiry*, 2014-2015

Research Social Scientist, American Bar Foundation, 2014-2015

Distinctions Postdoctoral Fellowship, Baldy Center for Law and Social Policy, SUNY Buffalo, 2015-2017

American Bar Foundation/National Science Foundation Law and Social Science Fellowship, 2011-2013

Center for International Business Education Award, University of Michigan, 2012

National Science Foundation Dissertation Improvement Grant, 2011

Language & Proficiency Spanish 4

Overseas Experience Venezuela

Research & Teaching Specializations Sociology of Law, Economic Sociology, Venezuela

Selected Publications

2016. "Territorially, Map-mindedness, and the Politics of Place." *Theory and Society*, 45(2): 169-201.

Latin American-Related Course Taught in Last 2 years Sociology of Law, Social Theory

PAUL H. LEWIS, POLITICAL SCIENCE

A.B., University of Florida, Political Science, 1960

Ph.D., University of North Carolina, Political Science, 1963

Academic Experience Emeritus, Tulane University

Professor, Tulane University, 1981-2005

Associate Professor, Tulane University, 1972-1981

Related Experience Board of Directors, National Association of Scholars, 1992-

President, Louisiana Association of Scholars, 1991-1996

Continuing Education, Handbook of Latin American Studies, Library of Congress, Hispanic Division, 1990-

Chair, Department of Political Science, Tulane University, 1990-1993

Distinctions Organization of American States Summer Research Grant, 1987

Tulane University Council on Research Summer Grant, 1986

Fulbright-Hays Fellowship, 1968-1969

Social Science Research Council Summer Grant, 1968

Fulbright-Hays Fellowship, 1964

Language & Proficiency Spanish 5; French 5

Overseas Experience Argentina ; Paraguay ; Brazil

Research & Teaching Specializations Southern Cone; Political Science; Argentine and Paraguayan Political Systems

Selected Publications

2002. *Latin Fascist Elites: The Mussolini, Franco, and Salazar Regimes*. Westport, CT: Praeger.

2002. *Guerrillas and Generals: The "Dirty War" in Argentina*. Westport, CT: Greenwood Press.

1993. *Political Parties and Generations in Paraguay's Liberal Era, 1869-1940*. Chapel Hill: University of North Carolina Press.

1990. *The Crisis of Argentine Capitalism*. Chapel Hill: University of North Carolina Press.

1982. *Socialism, Liberalism, and Dictatorship in Paraguay*. Stanford and New York: The Hoover Institution and F.A. Praeger.

JANA LIPMAN, HISTORY

B.A., Brown University, History, 1996.

M.A., Yale University, History, 2001

M.Phil., Yale University, History, 2003.

Ph.D., Yale University, History, 2006

Academic Experience Associate Professor, Tulane University, 2012-

Assistant Professor, Tulane University, 2008-2012

Assistant Professor, St. Joseph's College, 2006-2008

Related Experience Advisor, Guantanamo Public Memory Project, 2011-

US Peace Corps, St. Lucia, Eastern Caribbean, 1996-1998

Distinctions Constance Rourke Essay Prize for the best article published in *American Quarterly* 2012, 2013

Gerald R. Ford Presidential Foundation Research Travel Grant, 2011

General and Mrs. Matthew B. Ridgway Military History Research Grant, US Army Military History Institute, 2010

Language & Proficiency Spanish 3; French Kweyol 1

Overseas Experience Cuba ; Jamaica ; Lesser Antilles

Research & Teaching Specializations U.S. Foreign Relations; History of Empire; Cuba; Caribbean

Selected Publications

Forthcoming. "War, Persecution, and Displacement: U.S. Refugee Policy Since 1945." *At War: Militarism and U.S. Culture in the 20th Century and Beyond*. Edited by David Kieran and Edwin A. Martini. Rutgers University Press

Forthcoming. "Where is Guantánamo in Granma? Competing Discourses on Detention and Terrorism." *Guantánamo and the Empire of Freedom: Politics and the Humanities at a Global Crossroads*. Edited by Don Walicek and Jessica Adams. Palgrave MacMillan Press.

2016. "Tours of Duty/Tours of Leisure: The Politics and Cultures of Militarism and Tourism." With Vernadette Vicuna Gonzalez and Teresia Teaiwa. *American Quarterly*.

2015. *Making the Empire Work: Labor and United States Imperialism*. With Daniel Bender. New York: NYU Press.

2014. "A Refugee Camp in America; Fort Chaffee and Vietnamese and Cuban Refugees, 1975-1982," *Journal of American Ethnic History*.

Latin American-Related Courses Taught in Last 2 years US Empire Since 1898; US Foreign Relations Since World War II; US Foreign Relations before World War II; US Labor and Migration in the 20th Century; US Immigration

Number of Dissertations or Theses Supervised in the Past 5 Years 2

ANA M. LÓPEZ, COMMUNICATION

B.A., Queens College, Accounting, 1978

M.A., University of Iowa, Communication and Theater Arts, 1982

Ph.D., University of Iowa, Communication Studies, 1986

Academic Experience Professor, Tulane University

Associate Professor, Tulane University

Assistant Professor, Tulane University

Visiting Professor, University of Southern California, 1995

Related Experience Associate Provost, Office of Academic Affairs, Tulane University, 2001-

Director, Cuban and Caribbean Studies Institute, Tulane University, 2000-

Co-editor, South, an electronic Journal of Latin American Cultural Studies, 1996-2000

Distinctions Fulbright Fellowship, 1989

Language & Proficiency Spanish 5; Portuguese 5; French 4

Overseas Experience Cuba ; Brazil ; Mexico ; Dominican Republic ; Argentina ; Colombia

Research & Teaching Specializations Latin America; Mass Communication; Latin American Film; Cultural Studies, Popular Culture

Selected Publications

2017. "The Routledge Companion to Latin American Cinema." With Marvin D'Lugo and Laura Podalasky. New York: Routledge.

2015. "Cartographies of Mexican Cinema in the 21st Century," *Rebeca: Revista Brasileira de Estudos de Cinema e Audiovisual*. 7-1.

2015. "Cine temprano y modernidad en América Latina," *Vivomatografías*, no. 1.

2014. "In Focus: Latin American Film Research in the Twenty-First Century." With Dolores Tierney. *Cinema Journal*. 54(1): 112-142.

2014. "A Poetics of the Trace." In *New Documentaries in Latin America*. Vinicius Navarro and Juan Carlos Rodríguez, eds. London: Palgrave.

Latin American-Related Courses Taught in Last 2 years Latin American Cinema, Cuban Culture and Society, Culture and Society in the Dominican Republic.

Number of Dissertations or Theses Supervised in the Past 5 Years 9

MEGWEN LOVELESS, SPANISH & PORTUGUESE

B.A., Tulane University, Portuguese, Spanish and Latin American Studies, 2000

M.A., Social Anthropology, Harvard University May 2004

Ph.D., Harvard University, Social Anthropology, 2010

Academic Experience Director of Basic Language Program in Portuguese, Tulane University

Senior Professor of Practice, Tulane University

Lecturer, Course Head, Princeton University, 2005-2015

Related Experience Consultant and author for Carnegie Hall's Voices from Latin American Festival, New York, 2012

Distinctions Community Based Learning Initiative Award for Curriculum Development, 2012

Foreign Language Area Studies Dissertation Fellowship for fieldwork abroad, 2005-2006

Language & Proficiency Portuguese 5; Spanish 5

Overseas Experience Brazil

Research & Teaching Specializations Second Language Acquisition; Innovative classroom pedagogy; Community-based learning; New technologies in foreign language; Popular Culture & Globalization; Music/Dance of Northeastern Brazil

Selected Publications

2017. Co-author of University of Georgia Flagship Language Program proficiency exam.

2016. "Assessment: Creating Rubrics." A Handbook for Portuguese Instructors in the U.S. Ed. Margo Milleret & Mary Risner. Roosevelt, NJ: Boa Vista Press.

2016. "Creative Curricula: Crafting 'Communities' Inside and Outside the Classroom." A Handbook for Portuguese Instructors in the U.S. Ed. Margo Milleret & Mary Risner. Roosevelt, NJ: Boa Vista Press.

2012. "Between the Folds of Luiz Gonzaga's Sanfona: Forró Music in Brazil." The Accordion in the Americas. Ed. Helena Simonett. Champaign, Illinois: University of Illinois Press.

2007. "Forró Music in a Transnational Setting." Revista: Special Edition on Dance. David Rockefeller Center for Latin American Studies, Harvard University.

Latin American-Related Courses Taught in Last 2 Years Luso-Brazilian Literature; Introductory Portuguese I; Intermediate Portuguese; Business Portuguese; Portuguese Composition and Conversation; Professional Portuguese

NORA LUSTIG, ECONOMICS

B.A., University of California-Berkeley, Economics, 1972

M.A., University of California-Berkeley, Economics, 1974

Ph.D., University of California-Berkeley, 1979

Academic Experience Samuel Z. Stone Professor of Latin American Economics, Tulane University, 2009-

J.B. and Maurice C. Shapiro Visiting Professor of International Affairs, George Washington University, 2008

Professor, Universidad de las Américas, 2001-2005

Related Experience Director, Commitment to Equity (CEQ), 2009-

Coordinator, Latin American Economics Roundtable, Washington, DC, 2008-

Director, The Poverty Group, UNDP, New York, 2006-2007

President, Universidad de las Américas, 2001-2005

Distinctions Tulane University School of Liberal Arts Outstanding Research Award, May 2012

Founding member and President, LACEA (Latin America and the Caribbean Economic Association), 1999-2000

Language & Proficiency Spanish 5; French 1; German 1

Overseas Experience Mexico

Research & Teaching Specializations Development Economics; Poverty and Income Distribution; Social Policies and Protection; Globalization; Mexico

Selected Publications

2017. "Fiscal Redistribution and Ethno-racial Inequality in Bolivia, Brazil and Guatemala," *Latin American Research Review. Special Issue: Enduring and/or New Forms of Inequality in a Globalizing World*. Edited by Philip Oxhorn and José R. Jouve-Martin, editors. 52(2).

2016. "Declining Wages for College-Educated Workers in Mexico: Are Younger or Older Cohorts Hurt the Most?" With Raymundo Campos-Vazquez and Luis F. Lopez-Calva *Revista de Economía Mundial/World Economic Journal*. No. 43.

2016. "Comparing the Incidence of Taxes and Social Spending in Brazil and the United States." With Sean Higgins, Whitney Ruble and Tim Smeeding *Review of Income and Wealth*, 62, S22-46.

2016. "Fiscal Policy, Income Redistribution and Poverty Reduction in Latin America: Bolivia, Brazil, Chile, Costa Rica, El Salvador, Guatemala, Mexico, Peru and Uruguay." In *Contemporary Issues in Development Economics*, edited by Timothy Besley, 11-18. London: Palgrave Macmillan UK.

2014. "Social Spending and Income Redistribution in Argentina in the 2000s: the Rising Role of Noncontributory Pensions." In *Public Finance Review* 42(3).

Latin American-Related Courses Taught in Last 2 years Inequality and Poverty in Latin America, Economic Development Policy, Economic Development

Number of Dissertations or Theses Supervised in the Past 5 Years 2

JUDITH MAXWELL, ANTHROPOLOGY

B.A., Michigan State University, TESOL, 1970

M.A., Michigan State University, Linguistics, 1976

Ph.D., University of Chicago, Anthropology and Linguistics, 1982

Academic Experience Louise Rebecca Schawe and Williedell Schawe Memorial Professor, 2014-
Professor, Tulane University, 2007-

Associate Professor, Tulane University, 1990-2007

Assistant Professor, Tulane University, 1984-1990

Related Experience Consultant for Ministry of Education, Guatemala, 2003, 2009

Editor-in-Chief, Linguistic Atlas of El Salvador, Universidad Centroamericana, El Salvador, 1978-1980

Distinctions Louise Rebecca Schawe and Williedell Schawe endowed professorship, 2014-

Fulbright Fellowship, Guatemala, 2009-2010

Language & Proficiency Spanish 5; Maya-Kaqchikel 5; French 4; Nahuatl 3; Yucatec Maya 4

Overseas Experience Guatemala; Mexico; Colombia; El Salvador; Honduras; Costa Rica; Dominican Republic

Research & Teaching Specializations Language/Linguistics; Tunica, Nahuatl (Classical and Modern); Kaqchikel Maya

Linguistics and Culture; Bilingual/Intercultural Education; Language Death and Revitalization; Discourse Analysis;

Language and Power; Language and Gender

Selected Publications

2016/2017. El Poder del Arte en el mundo Maya. Ciencias Espaciales: publicación semestral de la Facultad de Ciencias Espaciales (FACES), Universidad Nacional Autónoma de Honduras. Vol. 9: 2: 195-210. Otoño 2016, published online August 2017. print versión in press.

2016. Kaqchikel and K'iche' Colonial Documents: historical linguistics and the construction of new ethnohistories. Knowledge Bank: University Libraries: Ohio State University. to be posted in ILCLA/STILLA 2016 Conference Proceedings; site to go live in February 2017.

2016. Chapter 12 Latin America and the Caribbean in Indigenous Language Revitalization in the Americas. Serafin M. Coronel-Molina and Teresa L. McCarty, eds. Routledge, Taylor & Francis Group: Oxford, UK

2015. with Ajpub' García Ixmata', Saqjix Candelaria López, Celia Ajú. Manual para la enseñanza de un segundo idioma. Guatemala: Universidad Rafael Landívar Kib'eyal taq ch'ab'al: Mayan Language Regimes in Guatemala in Special Issue on Ethnographies of Indigenous Language Regimes in the Americas. International Journal of the Sociology of Language. Vol. 2017:246:109-133. Netherlands: Walter de Gruyter. digital version: International Journal of the Sociology of Language, ISSN (Online) 1613-3668, ISSN (Print) 0165-2516, DOI: <https://doi.org/10.1515/ijsl-2017-0015>.

Latin American-Related Courses Taught in Last 2 years Language & Gender; Language and Culture; Beginning, Intermediate, & Advanced Kaqchikel; Kaqchikel Maya Culture; Language Death

Number of Dissertations or Theses Supervised in the Past 5 Years 10

VICKI A. MAYER, COMMUNICATION

B.A., Brown University, Independent Major, 1993

M.A., University of California-San Diego, Communication, 1997

Ph.D., University of California-San Diego, Communication, 2000

Academic Experience Louise K. Riggio Chair of Social Innovation & Entrepreneurship, Tulane University, 2014-
Professor, Tulane University, 2012-

Associate Professor, Tulane University, 2007-2012

Assistant Professor, Tulane University, 2003-2007

Related Experience Co-Creator, *ViaNolaVie: Talking Life and Culture in New Orleans*, 2016-

Distinctions The Community Action Council of Tulane University Students' Community Enrichment Award, 2016

Barbara E. Moely Award for Service Learning, 2012

Language & Proficiency Spanish 3; Portuguese 3; Dutch 2

Overseas Experience Mexico; Brazil

Research & Teaching Specializations Media Production and Consumption, Brazil, Latinos, Cultural Citizenship, Identity

Selected Publications

2017. *Almost Hollywood, Nearly New Orleans: The Lure of the Local Film Economy*. Berkeley: University of California Press and Luminos Open Access Project.

2016. "The Places Where Production and Audience Studies Meet." *Television and New Media* 17 (8): 706-718.

2011. *Below the Line: Producers and Production Studies in the New Television Economy*. Duke University Press.

2009. *Production Studies: Cultural Studies of Media Industries*. Edited with Miranda J. Banks and John T. Caldwell. Routledge.

2007. "Digital Television in Brazil: The View from Manaus." *Liinc em Revista*. 3 (2): 81-90.

2003. *Producing Dreams, Consuming Youth: Mexican Americans and Mass Media*. New Brunswick, NJ: Rutgers.

Latin American-Related Courses Taught in Last 2 years Cross-Cultural Communication, Intercultural Communication, Introduction to Social Theory

Number of Dissertations or Theses Supervised in the Past 5 Years 6

SABIA MCCOY-TORRES, ANTHROPOLOGY

B.A., Oberlin College, International Politics, 2005

M.A., Cornell University, Anthropology, 2011

Ph.D., Cornell University, Anthropology, 2015

Academic Experience Assistant Professor, Tulane University, 2017-

Consortium for Faculty Diversity Postdoctoral Fellow, Oberlin College, 2016

Visiting Lecturer, Columbia University, 2015

Graduate Teaching Intern, Cornell Prefreshmen Summer Program, 2013

Related Experience Contributing Editor, *Transforming Anthropology*, 2016

Distinctions H.H. Powers Travel Grant, Oberlin College, 2016

Bernard Lambert Award, Cornell University, 2015

Provost Diversity Fellowship, Cornell University, 2014

Field Research Grant, Tinker Foundation Inc., 2011

Research Grant, Institute for Social Sciences, 2011

Language & Proficiency Spanish

Overseas Experience Costa Rica

Research & Teaching Specializations Afro-Diasporic Circum-Caribbean, Race, Gender/Sexuality, Popular Performance

Selected Publications

Forthcoming 2017. "Constructing Race and Belonging: Reggae and the Afro-Caribbean Ticos of Costa Rica." *Black Music Research Journal*. University of Illinois Press.

Forthcoming 2017. "Love Dem Bad: Embodied Experience, Self-Adoration, and Eroticism in Dancehall Reggae Dance." *Transforming Anthropology*. American Anthropology Association.

Latin American-Related Course Taught in Last 2 years Transnational Black Culture

VALERIE MCGINLEY, STONE CENTER FOR LATIN AMERICAN STUDIES

B.A., Tulane University, Spanish, 1991

M.Ed., Tulane University, Second Language Instruction, 1993

Related Experience Director of Planning & Management, 2010-

Director of External Relations, Stone Center for Latin American Studies, Tulane, 2000-2010

Outreach Director, Stone Center for Latin American Studies, Tulane University, 1995-2000

Distinctions LAGO Outstanding Staff Member in Latin American Studies, 2018

Secretary/Treasurer, Consortium of Latin American Studies Programs, 2012-

Tulane University Staff Excellence Award, 2007

President, Consortium of Latin American Studies Programs (CLASP), 2003-

Language & Proficiency Spanish 4; Portuguese 3

Overseas Experience Spain; Mexico; Guatemala; Brazil

Selected Publications & Presentations

2017. "Collaboration and Community: From New Orleans to Haiti," with Shearon Roberts. *Creating Equity of Opportunity in Education through Latin American Studies. Latin American Studies Association 2017 Conference*. Lima, Peru.

2012. "Brazilian Portuguese – Language and Culture: A Short Course Experience," with Renée Zicman, Pontificia Universidade Católica de São Paulo. *Conference of the Americas on International Education (CAEI)*. Rio de Janeiro, Brazil.

2013. "A Comprehensive Model for National Resource Center Evaluation." With Avery Dickins de Girón. *Demonstrating the Impact of National Resource Centers Conference*, Columbus, OH.

2009. "Professionalization of Outreach: A Continuing Challenge for Title VI Centers." *Title VI 50th Anniversary Conference, U.S. Department of Education and Michigan State University*, Washington, D.C.

2006. *Q'anil: Introduction to Kaqchikel Maya*. Editor, Composition and Translator. With Marie Carianna and Judith Maxwell. New Orleans: Tulane University. CD-ROM.

Key Responsibilities

- Assists Executive Director in all major fundraising initiatives such as gift solicitation, grant proposal preparation, prospect research, and alumni relations and acts as liaison to these constituencies.
- Coordinates logistics, coordination, and implementation of projects, programs related to Latin America in the Stone Center and its affiliate centers and institutes
- Directs Center's public relations image through management of publication production.
- Plans and supervises outreach initiatives of the Center.
- Oversees compliance and reporting on all grant-funded activities
- Supervision of financial, logistical and risk management aspects of all Stone Center programs and projects

MARILYN G. MILLER, SPANISH PORTUGUESE

B.A., Biola University, English, 1983

M.A., University of Washington, English Literature, 1986

M.A., University of Oregon, Comparative Literature, 1991

Ph.D., University of Oregon, Comparative Literature, 1995

Academic Experience Sizeler Professor in Jewish Studies, Tulane, 2017-

Associate Professor, Tulane, 2005-

Assistant Professor, Tulane University, 2001-2005

Assistant Professor, Catholic University of America, 1997-2001

Related Experience Co-Coordinator, Tropical Exposures: Photography, Film and Visual Culture in a Caribbean Frame conference, Tulane University, 2016

Resident Co-Director, Tulane Summer in Argentina, 2016

Resident Director, Tulane Semester in Cuba, 2012, 2015

Distinctions Sizeler Professorship in Jewish Studies, 2017-2020

Fulbright Flexible Teaching-Research Fellowship in Argentina, 2016-2017

Language & Proficiency Spanish 5; Portuguese 3; French 3

Overseas Experience Cuba ; Puerto Rico ; Argentina ; Ecuador

Research & Teaching Specializations New World and Trans-Atlantic Studies; Jewish Latin American Studies; Colonial and Postcolonial Literatures; Race and Hybridity; Caribbean Discourse; Francophone and Anglophone Literature; Slavery and Text; African Diasporic Literatures and Poetics in the Americas; Translation Studies

Selected Publications

Forthcoming. "Racial Pathology, Resistance, and Recovery in the Queloides and Drapetomania Exhibitions." *Afro-Hispanic Review*.

Forthcoming. "Movimiento y estasis en los viajes interamericanos de José Martí." *Boletín de Literatura Comparada* 42.

2017. "Roberto Diago and the Past in Present Times" *ArtonCuba*, September-November.

2017. "El funyi de Gardel. Cada día luce mejor." In *Pasado de moda*, edited by Regina Root and Susan Hallstead, Ampersand, 172-187.

2016. "Sardonic Recurrence and Barking Dogs in Julio Cortázar's Library of Tangos." *Hispanic Review* 84(1): 1-23

Latin American-Related Courses Taught in Last 2 years Jewish Latin American Cultural Expressions; Performing Latino Identities; Immigration, Migration and Exile in Latin America; Music on the Page, from Rumba to Reggaetón; Latin American Cultural Studies; Film and Literature in Latin America; Modern Readings in Spanish; Hispanic Cities: Buenos Aires; Hispanic Cities: Havana; Caribbean Realisms; El Caribe a Flote

Number of Dissertations or Theses Supervised in the Past 5 Years 6

NANCY B. MOCK, GLOBAL HEALTH SYSTEMS & DEVELOPMENT

B.S., Yale University, Biology, 1976

M.P.H., Tulane University, International Health, 1979

Dr.P.H., Tulane University, International Health, 1985

Academic Experience Associate Professor, Tulane University, 1993-

Assistant Professor, Tulane University, 1986-1990

Visiting Instructor, Tulane University, 1984-1985

Related Experience Director, Center for International Resource Development, Tulane University, 1993-

Co-Director, Center for International Health and Development, Tulane University, 1990-1993-

Distinctions Robert Wood Johnson Foundation Grant, 2007

USAID Grant, Regional Public Health Leadership Initiative, 2006-2007

USAID Grants, Educational Development and Health Programs, 2005-2009

Academy for Educational Development/USAID, SARA I and II Projects Grant, 1992-2004

Language & Proficiency French 5; Spanish 5

Overseas Experience Honduras

Research & Teaching Specializations Latin America; Evaluation Research; Information Systems Methodologies

Selected Publications

2008. "A comparative evaluation of dietary indicators used in food consumption assessments of at-risk populations." With D. Rose, S. Chotard, L. Oliveira, M. Limbombo. *Food and Nutrition Bulletin*. 29(2):113-122.

2007. "Health Tracking for Improved Humanitarian Performance." With Richard Garfield. *Journal of Prehospital and Disaster Medicine*. 22 (5): 377-383.

2007. "Dialogue is Destiny: Managing the Message in Humanitarian Action." With Ano Lobb. *Journal of Prehospital and Disaster Medicine*. 22 (5): 425-433.

Latin American-Related Courses Taught in Last 2 years Monitoring & Evaluation in Health Related Systems; Epidemiologic Methods II; Current Issues in International Health; Public Health and Nutrition in Complex Emergencies

AGUSTINA MONASTERIO-BALDOR, SPANISH & PORTUGUESE

B.A., University of Salamanca, Hispanic Philology, 2006

M.A., Universidad Autónoma and Universidad Complutense de Madrid, 2008

Ph.D., New York University, Spanish and Portuguese

Academic Experience Assistant Professor, 2015-

Instructor, New York University, 2010-2015

Instructor, NYU Madrid, Summer 2014

Teacher's Assistant, New York University, 2012-2013

Distinctions

Tinker Field Research Grant, Center for Latin American Studies and Caribbean Studies at NYU, 2013

NYU pre-doctoral Fellowship, 2013

Henry Mitchell MacCracken Doctoral Fellowship, New York University, 2009-2014

Language & Proficiency Spanish 5; Catalan 5

Research & Teaching Specializations 19th and 20th Century Spanish Literatures and Cultures, Colonial Literature and Culture, Spanish Language

Selected Publications

2012. "La escuela de la novela moderna. Representación, cultura políticas y conflicto en las novelas espirituales de Galdós (1890-1909)." in *Iberia in Fabula*. Ed. Pedro Serra, ed. Special Issue of *Santa Barbara Portuguese Studies*. 11 (2012): 262-278

2012. "The Magic Mountains: Narratives of Historical Memory, Folk Literature and Communities of Memory in the Popular Imagination of the Maquis." Co-Authored with German Labrador. *Armed Resistance: Cultural Representations of the Anti-Francoist Guerrilla*. Eds. Antonio Gómez Lopez-Quiñones and Carmen Moreno-Nuño (eds). Special Issue of *Hispanic Issues on Line (HIOL)*, 10: 196-216

2008. "Abandonar el XIX: vanguardias e imaginarios tradicionales a partir de "Esencia de Verbena" (1930) de Giménez Caballero." *Hesperia: Anuario de Filología Hispánica* 11: 21-44.

Latin American-Related Courses Taught in Last 2 years Intermediate Spanish, Intensive Elementary Spanish, Cultural History of Spain

TATSUYA MURAKAMI, ANTHROPOLOGY

B.A., Kanagawa University, Spanish, 1996

M.A., University of Tokyo, Cultural Anthropology, 1998

Ph.D., Arizona State University, Anthropology, 2010

Academic Experience Assistant Professor, Tulane University, 2013-

Visiting Instructor, University of South Florida, 2012-2013

Related Experience Vice President of Membership, Society for Archaeological Sciences, 2017-

Director, Tlalancaleca Archaeological Project funded by Matsushita International Foundation and the Japan Society for the Promotion of Science, Summer 2012

Distinctions National Science Foundation Research Grant, 2015-2019

Wenner-Gren Foundation Post-Ph.D. Grant, 2014-2015

Language & Proficiency Spanish 5; Japanese 5

Overseas Experience Japan; Mexico; Peru

Research & Teaching Specializations Mesoamerica; Central Mexico; Urbanism; Early Complex Societies; Archaeometry; Material Culture; Quantitative Methods in Anthropology

Selected Publications

2016. "Materiality, Regimes of Value, and the Politics of Craft Production, Exchange, and Consumption: A Case of Lime Plaster at Teotihuacan." *Journal of Anthropological Archaeology* 42: 56-78.

2015. "Replicative Construction Experiments at Teotihuacan, Mexico: Assessing the Duration and Timing of Monumental Construction." *Journal of Field Archaeology* 40(3): 263-282.

2014. "Social Identities, Power Relations, and Urban Transformations: Politics of Plaza Construction at Teotihuacan." In *Mesoamerican Plazas: Arenas of Community and Power*, edited by Kenichiro Tsukamoto and Takeshi Inomata, pp. 34-49. Tucson: University of Arizona Press.

2013. "Characterization of Lime Carbonates in Plasters from Teotihuacan, Mexico: Preliminary Results of Cathodoluminescence and Carbon Isotope Analyses" With Gregory Hodgins and Arleyn W. Simon. *Journal of Archaeological Science* 40(2): 960-970.

2007. "Teotihuacan Society and the Use of Environment: Urban Landscape, Power, and State Formation." In *Asakura World Geography Vol. 14: Latin America*, edited by M. Sakai, M. Suzuki, and E. Matsumoto, pp. 51-62. Tokyo: Asakura Shoten.

Latin American-Related Courses Taught in Last 2 years Introduction to Archaeology, Material Culture, Highland Mexican Prehistory

Number of Dissertations or Theses Supervised in Past 5 years 1

LAURA L. MURPHY, GLOBAL COMMUNITY HEALTH & BEHAVIORAL SCIENCES

B.S., Stanford University, Mechanical Engineering, 1983

Ph.D., University of North Carolina, City and Regional Planning, 1998

Certificate in Latin American Studies from the UNC-Chapel Hill Institute for Latin American Studies (ILAS), 1998

Academic Experience Associate Director, Phyllis M. Taylor Center for Design Thinking and Social Innovation (Taylor), Tulane University

Carnegie Corporation of New York Professor of Social entrepreneurship, 2011-2016

Clinical Associate Professor, Tulane University, 2006-

Clinical Assistant Professor, Tulane University, 2001-2006

Related Experience Humanitarian Policy Group Consultant, Overseas Development Institute, 2003-2004

Distinctions Studio in the Woods faculty-artist Flint and Steel residency, for collaboration on Climate Changing Conversations, 2016

President's Award for Excellence in Graduate and Professional School Teaching, Tulane University, 2008

National Science Foundation Grant, 2007

John T. and Catherine E. MacArthur Foundation Grant, 2005

Foreign Language and Area Studies (FLAS) Award, 1993-1994

Language & Proficiency Spanish 4

Overseas Experience Ecuador; Peru; Guatemala; Brazil; Kenya; Indonesia

Research & Teaching Specializations Development Theory; Population and Environment; Social Innovation, Design thinking; Complexity; Human-environment change; Tropical Deforestation; Mobile phone revolution

Selected Publications

2017. Human-centred design in global health: A scoping review of applications and contexts. Bazzano, Alessandra, Jane Martin, Elaine Hicks, Maïlle Faughnan, Laura Murphy. *PLoS ONE* 12(11).

2015. "Diagnostics barriers and innovations in rural areas: insights from junior medical doctors on the frontlines of rural care in Peru." Anticona Huaynate CF, Pajuelo Travezaño MJ, Correa M, Mayta Malpartida H, Oberhelman R, Murphy LL, Paz-Soldan VA. *BMC Health Serv Res* 15:454

2013. "Global and Local Dynamics of REDD in Forest Communities: A Case Study from Peru's Amazon." Evans, Kristen, (lead), Wil de Jong, Laura Murphy. In special volume of *Environmental Science and Policy*.

2012. "Inter- and trans-disciplinary approaches to population-environment research for sustainability aims: a review and appraisal." Diana Hummel, Susana Adamo, Alex de Sherbinin, Laura Murphy, Rimjhim Aggarwal, Leo Zulu, Jianguo Liu & Kyle Knight. In the *Journal of Population and Environment*.

2011. "My Co-Wife Can Use My Phone: Insights into Mobile Phone Use in Rural Africa". Murphy, Laura and Alex Priebe. *Gender, Technology, and Development*.

Latin American-Related Courses Taught in Last 2 years Development Theory and Issues; Population-Environment Relationships; Saturday field methods and grant-writing workshop; Social Innovation Toolkit for graduate students

Number of Dissertations or Theses Supervised in the Past 5 Years 12

PAMELA NEUMANN, STONE CENTER FOR LATIN AMERICAN STUDIES

B.A., Trinity University, Political Science, 2000

M.A., The University of Texas at Austin, Latin American Studies, 2011

Ph.D., The University of Texas at Austin, Sociology, 2016

Academic Experience Zemurray-Stone Postdoctoral Fellow, 2016-

Assistant Instructor, University of Texas at Austin, Fall 2015

Distinctions Best Graduate Student Paper Award, Society for the Study of Social Problems, 2015

Pre-doctoral Fellowship, Department of Sociology, 2013

Tinker Summer Research Fellowship, Lozano Long Institute for Latin American Studies, 2013

Language & Proficiency Spanish, 5.

Overseas Experience Peru, Nicaragua

Research & Teaching Specializations Sociology, Gender Studies

Selected Publications

2016. "Toxic Talk and Collective (In)action in a company Town: The Case of La Oroya, Peru." *Social Problems*. 63(3): 431-446.

2015. "Ella: Fighting to Save a Few." In *Invisible in Austin: Life and Labor in an American City*. Javier Auyero, Editor. Austin: University of Texas Press.

2013. "The Gendered Burden of Development in Nicaragua." *Gender & Society* 27(6): 799-820

2013. "(Un)exceptional Violence(s) in Latin America." *Latin American Politics and Society* 55 (1): 168-175

2011. "Contested Meanings: Violence, Resistance, and Empowerment in Latin America." *Qualitative Sociology* 34(2): 395-399

Latin American-Related Courses Taught in Last 2 years Gender & Politics in Latin America, Environmental Social Movements, Gender & Violence in Latin America

STEPHEN A. NELSON, EARTH& ENVIRONMENTAL SCIENCES

B.A., University of California-Berkeley, Geology, 1973

M.A., University of California-Berkeley, Geology, 1975

Ph.D., University of California-Berkeley, Geology, 1979

Academic Experience Associate Professor, Tulane University, 1987-

Assistant Professor, Tulane University, 1979-1987

Related Experience Chair, Department of Geology, Tulane University, 1994-2000, 2003-

International Editorial Board, Revista del Instituto de Geología de la Universidad Nacional Autónoma de México

Grant Proposal Reviewer, National Science Foundation and National Aeronautics and Space Administration

Distinctions Geological Society of America Penrose Research Grants, 1975, 1976, 1977

NSF Grant, "Pliocene to Recent Basic Magmatism in the East-Central Mexican Volcanic Belt," 1991-1993

Mesoamerican Ecology Institute Grants, Tulane University, 1982-1985

Language & Proficiency Spanish 5; French 3

Overseas Experience Mexico

Research & Teaching Specializations Mexico; Natural Sciences; Volcanology

Selected Publications

2013. "The temporal evolution of Volcan Tepetitlic, Western Mexico: 40Ar/39Ar constraints on the time scale for cone construction and the hiatus before its caldera-forming eruption." With Frey H.M., et al. *Bulletin of Volcanology*.

2001. "When Day Turned to Night: Volcanism and the Archaeological Record from the Tuxtla Mountains, Southern Veracruz, Mexico." With P.J. Arnold et al. In *Environmental Disaster and the Archaeology of Human Response*. G. Bawden and R. Reyecraft, eds. Albuquerque: University of New Mexico Press.

1997. "Field excursion to the Sierra Las Navajas, Hidalgo, Mexico—a Pleistocene peralkaline rhyolite complex with a large debris avalanche deposit." With A. Lighthart. In *Convencion sobre la Evolucion Geologica de Mexico y Recursos Asociados: Guia de las Excursiones Geologicas*, v. 2. Gomez Caballero and Alcayde Orraca, eds.

1995. "Obsidian from the Ucareo and Zinapcauro Area, Michocan, Mexico." *Geological Society of American Abstracts with Programs* 60. Co-author.

Latin American-Related Courses Taught in Last 2 years Natural Disasters; Minerology; Petrology

Number of Dissertations or Theses Supervised in the Past 5 Years 3

JASON S. NESBITT, ANTHROPOLOGY

B.A., Simon Fraser University, Archaeology, 2000

M.A., Trent University, Anthropology, 2003

M.Phil., Yale University, Anthropology, 2007

Ph.D., Yale University, Anthropology, 2012

Academic Experience Co-Instructor, Anthropology 277 (Archaeological Field Techniques) and Anthropology 278 (Archaeology Laboratory I), Department of Anthropology, Yale University, 2009

Related Experience American Museum of Natural History, study of ceramic assemblage from Huaca Prieta, Peru, 2009

Principal Investigator, Archaeological excavations at the Caballo Muerto Complex, Peru, 2007-2008

Distinctions Richard Gilder Graduate School at the American Museum of Natural History, Collections Study Grant (for the study of the Initial Period ceramic collection from Huaca Prieta, Peru), 2009

Language & Proficiency Spanish; French

Overseas Experience Peru

Research & Teaching Specializations Archaeology; Andean Prehistory; Early Complex Politics; Monumental Architecture; Urbanism; Archaeological Theory; Relationships between culture and nature; Ceramic Analysis; Remote Sensing Applications to Archaeology

Selected Publications

2013. Gamboa Velásquez, Jorge and Jason Nesbitt. "La Ocupación Moche en la Margen Norte del Valle Bajo de Moche, Costa Norte del Perú." *Arqueología y Sociedad* 25:115-142.

2012. "An Initial Period Domestic Occupation at Huaca Cortada, Caballo Muerto Complex." *Andean Past* 10: 278-283.

2012. Matsumoto, Yuichi, Jason Nesbitt, and Denesy Palacio. "Mitomarca: A Possible Fortification in the Upper Huallaga Basin." *Andean Past* 10: 272-278.

2010. Nesbitt, Jason, Belkys Gutiérrez, and Segundo Vásquez. "Excavaciones en Huaca Cortada, Complejo Caballo Muerto: Un Informe Preliminar." *Boletín de Arqueología PUCP* 12 (2008): 261-286.

2010. Gamboa Velásquez, Jorge and Jason Nesbitt. "Huaca San Idelfonso y la Ocupación Moche en la Margen Norte el Valle Bajo de Moche, Costa Norte del Perú." *ANTI: Revista del Centro de Investigaciones Precolombinas* 9: 47-107.

Latin American-Related Courses Taught in the Last 2 Years South American Archaeology; The Inca Empire

RICHARD OBERHELMAN, GLOBAL COMMUNITY HEALTH & BEHAVIORAL SCIENCES

B.A., Rice University, Spanish, 1977

M.D., University of Texas Southwestern Medical, 1981

Academic Experience Professor & Chair, Tulane Univ., Dept of Global Community Health & Behavioral Sciences, 2012-
Professor, Tulane University, Departments of Tropical Medicine and Pediatrics, 2008-

Clinical Associate Professor, Tulane University, Departments of Tropical Medicine and Pediatrics, 1997-2007

Assistant Professor, Tulane University, Departments of Tropical Medicine and Pediatrics, 1990-1997

Related Experience Principal Investigator, Inter-American Training Program for Innovations in Emerging Infectious
Diseases (IATIEID), 2012-

Principal Investigator, Tulane-Xavier Minority Health International Research Training (MHIRT) Grant, 2005-

Distinctions Certificate of Recognition of Excellence in Teaching and Mentoring, Tulane SPHTM, 2012

President, Delta Omega (Public Health Honor Society), 2011-2012

Language & Proficiency Spanish ; French

Overseas Experience Peru; Cambodia; Peru; Argentina; Mexico; China

Research & Teaching Specializations Global Community Health and Behavioral Sciences; Tuberculosis; Pediatric Health;
Gastrointestinal Infections in Children

Selected Publications

2013. With Martinez, Arman, Gilman et. al. "Changes in Tuberculin Skin Test Positivity Over 20 Years in Periurban Shantytowns in Lima, Peru." *Am J Trop Med Hyg* 89(3): 507-515.

2013. With Martinez, Cabrera, Bernabe-Ortiz et. al. "Free-ranging Chickens in Households in a Periurban Shantytown in Peru -- Attitudes and Practices 10 Years after a Community Based Intervention Project." *Am J Trop Med Hyg* 89(2): 229-31.

2013. With Paz-Soldán, Dimos-Jones, Alban et. al. "The provision and need of social support among adult and pediatric patients of Tuberculosis and TB/HIV in Lima, Peru: a qualitative study." *BMC Health Serv Res* 13: 290.

2013. With Lee, Pan, and Kosek et. al. "Symptomatic and asymptomatic Campylobacter infections associated with reduced growth in Peruvian children." *PLoS Negl Trop Dis.* 7(1): e2036.

2013. With Rath, Castillo ME, Soto-Castellares et. al. "Antiviral resistance and correlates of virologic failure in the first cohort of HIV-infected children gaining access to structured antiretroviral therapy in Lima, Peru: a cross-sectional analysis." *BMC Infect Dis.* 13:1.

Number of Dissertations or Theses Supervised in the Past 5 Years 3

VIRGINIA OLIVEROS, POLITICAL SCIENCE

B.A., Universidad de Buenos Aires, Political Science, 2001

M.A., Columbia University, Political Science, 2006

M.Phil., Columbia University, Political Science, 2008

Ph.D., Columbia University, Political Science, 2013

Academic Experience Assistant Professor, Tulane University, 2013-

Associate Research Fellow, Center for Inter-American Policy and Research, Tulane University, 2013-

Related Experience Organizer, Tulane Political Science Seminar, Department of Political Science, 2014-

Visiting Scholar, Inter-American Development Bank, 2012-2013

Distinctions Louisiana Artists and Scholars (ATLAS) Fellowship, Louisiana Board of Regents, 2016-2017

Brooks World Poverty Institute Fellowship, University of Manchester, 2010

University Fellow, Columbia University, 2005-2012

Languages & Proficiency Spanish 5

Research & Teaching Specializations Political Economy of Development; Comparative Political Institutions; Elections;
Clientelism and Patronage Politics

Selected Publications

Forthcoming. "Merit, Tenure, and Bureaucratic Behavior: Evidence from a Conjoint Experiment in the Dominican Republic." With Christian Schuster. *Comparative Political Studies*.

2016. "Corruption as a Self-Fulfilling Prophecy: Evidence from a Survey Experiment in Costa Rica." With Ana Corbacho, Daniel Gingerich, and Mauricio Ruiz Vega. *American Journal of Political Science* 60(4): 1077-1092.

2016. "Making it Personal: Clientelism, Favors, and the Personalization of Public Administration in Argentina," *Comparative Politics* 48(3): 373-391

2011. "Economic Constraints and Presidential Agency." With María Victoria Murillo and Milan Vaishnav. In *The Resurgence of the Latin American Left*. Steven Levitsky and Kenneth Roberts, eds. Baltimore, John Hopkins University Press.

2010. "Electoral Revolution of Democratic Alternation?" With María Victoria Murillo and Milan Vaishnav. *Latin American Research Review* 45(3): 87-114.

Latin American-Related Courses Taught in the Last 2 Years Democracy in Latin America; Latin American Politics;
Introduction to Comparative Politics; Scope and Methods of Political Science

TATJANA PAVLOVIC, SPANISH PORTUGUESE

M.A., University of Washington, Spanish, 1991

Ph.D., University of Washington, Romance Languages and Critical Theory, 1996

Academic Experience Professor, Tulane University, 2013-

Associate Professor, Tulane University, 2004-2013

Assistant Professor, Tulane University, 2000-2003

Assistant Professor, Willamette University, 1997-1999

Related Experience Director of Undergraduate Studies, Tulane University, 2006-2012

Distinctions Lurey Fellowship, Tulane University, 2009, 2013

Stoll Endowed Scholars Development Grant, 2005

Language & Proficiency Croatian 5; Spanish 5; French 3; Turkish 2; Portuguese

Overseas Experience Croatia; Spain; Cuba

Research & Teaching Specializations Twentieth Century Spanish and Latin American Literature and Cinema; Cultural Studies; Feminism and Film Studies; Critical Theory

Selected Publications

Forthcoming. "The Hidden Durability of Jesús "Jess" Franco's Films." *The Films of Jess Franco*. Edited by Antonio Lázaro-Reboll and Ian Olney. Manchester University Press.

2013. "Introduction." *A Companion to Spanish Cinema*. Jo Labanyi, Tatjana Pavlovic, eds. Oxford: Wiley-Blackwell:1-11.

2013. "Child Stars: Pablito Calvo, Joselito, Marisol, Pili and Mili, Rocío Dúrcal." *Companion to Spanish Cinema*. Jo Labanyi and Tatjana Pavlovic, eds. Oxford: Wiley-Blackwell: 319-342.

2011. *The Mobile Nation: España cambia de piel (1954-1964)*. Bristol: Intellect.

2008. "Los paraísos perdidos: Cinema of Return and Repetition." In *Burning Darkness: a Half a Century of Spanish Cinema*. Joan Ramón, ed. Albany: State of New York Press. 105-124.

Latin American-Related Courses Taught in Last 2 years Intro to Spanish Film; Modern Readings in Spanish; Spanish Senior Seminar old: Spanish and Latin American Cinema; Spanish Senior Seminar; Readings in Peninsular Literature

Number of Dissertations or Theses Supervised in the Past 5 Years 12

VALERIE PAZ SOLDAN, GLOBAL HEALTH SYSTEMS & DEVELOPMENT

B.A., Stanford, Psychology, 1992

M.P.H., San Jose State, Community Health Education, 1996

Ph.D., University of North Carolina, Maternal and Child Health, 2003

Academic Experience Associate Professor, Tulane University, 2016-

Associated Researcher, Universidad Peruana Cayetano Heredia, Lima, Peru, 2009-

Research Assistant Professor, International Health & Development Department, Tulane SPHTM, 2004-2016

Related Experience Director of Tulane Health Office for Latin America, 2004-

Principal Investigator, "Translating Molecular Diagnostics for Cervical Cancer Prevention into Practice," 2016-2021

Principal Investigator, "Quantifying Heterogeneities in Dengue Virus Transmission Dynamics," 2014-2019

Distinctions Investigator, NIH/NCI, 2016-2021

Investigator, NIH/NIAID, 2014-2019

Investigator, NIH/NICHD, 2014-2019

Investigator, Department of Defense/ Department of Threat Reduction, 2013-2015

Language & Proficiency Spanish 5

Overseas Experience Peru; Malawi

Research & Teaching Specializations Public Health and Tropical Medicine; Maternal and Child Health; Peru; Human behavioral aspects associated to transmission and prevention of vector-borne and zoonotic diseases

Selected Publications

2017. With Castillo-Neyra R, Zegarra A, Monroy Y, Bernedo RF, Comejo-Rosello I, Levy MZ. Spatial association of canine rabies outbreak and urban corridors in Arequipa, Peru. *Tropical Medicine and Infectious Disease*.

2017. With Castillo-Neyra R, Brown J, Borrini K, Arevalo C, Levy MZ, Bittenheim A, Hunter GC, Becerra V, Behrman JR. Barriers to Dog Rabies Vaccination During an Urban Rabies Outbreak: Qualitative Findings from Arequipa, Peru. *PLOS NTDs*.

2016. With Yukich J, Soonthornhadha A, Giron M, Apperson CS, Ponnusamy L, Schal C, Morrison AC, Wesson DM. Design and testing of novel lethal ovitrap to reduce populations of Aedes mosquitoes: community based participatory research between industry, academia and communities in Peru and Thailand. *PLoS ONE*, 11(8).

2016. With Salmon-Mulanovich G, Powell AR, Hartinger SM, Schwarz L, Bausch DG. Community perceptions of health and rodent-borne diseases along the interoceanic highway in Madre de Dios, Peru. *BMC Public Health*, 16(755).

2016. With Bauer K, Hunter GC, Castillo-Neyra R, Arriola VD, Rivera-Lanas D, Rodriguez GH, Toledo Vizcarra AM, Mollesaca Riveros LM, Levy MZ, Bittenheim AM. To spray or not to spray? Understanding participation in an Indoor Residual Spray campaign in Arequipa, Peru. *Global Public Health*, 1-18.

Number of Dissertations or Theses Supervised in the Past 5 Years 2

SCOTT PENTZER, CENTER FOR GLOBAL EDUCATION

B.S.F.S., Georgetown University, School of Foreign Service, 1988

M.A., Tulane University, Latin American Studies, 1993

Ph.D., Tulane University, Latin American Studies, 1998

Academic Experience:

July 2013-present, Associate Dean for Global Education, Newcomb-Tulane College

September 2009- June 2013, Associate Director, Honors Program, Newcomb-Tulane College

September 2009-December 2009, Adjunct Assistant Professor, Department of History, Tulane University

September 1998- May1999, Visiting Assistant Professor of Latin American History, Southern Methodist University

July 1997, Visiting instructor, ITESM, Campus Queretaro

Related Experience:

July 2004- July 2009, Director, Associated Colleges of the Midwest, San Jose, Costa Rica

1999- 2001, Senior Program Officer, U.S. Student Programs, Institute for International Education

Distinctions:

1995-1996, Fulbright Garcia-Robles grantee, Mexico City

Language & Proficiency Spanish 5

Overseas Experience: Costa Rica, Mexico, Peru.

Research & Teaching Specializations: Modern Mexico.

Selected Publications:

2008. *Costa Rica: A Global Studies Handbook*. With Meg Tyler Mitchell. Santa Barbara, CA: ABC-CLIO publishers.

STEPHANIE PORRAS, ART HISTORY

B.A., Claremont McKenna College (Pomona College), Art History, 2003

M.A., University College of London, History of Art, 2004

Ph.D., Courtauld Institute of Art, History of Art, 2009

Academic Experience Assistant Professor, Tulane University, 2012-

Lecturer and Postdoctoral Teaching Fellow, Columbia University, 2011-2012

Leibniz-Gemeinschaft Postdoctoral Fellow, Germanisches Nationalmuseum, Nuremberg and Courtauld Institute of Art, 2009-2010

Related Experience Print Room Assistant, Courtauld Institute of Art Gallery, 2005-2007, 2008-2009

Distinctions Tulane University, Provost's Office, Carol Lavin Bernick Faculty Grant, 2017

Tulane University, School of Liberal Arts, Lurcy Grant, 2017

Sterling and Francine Clark Art Institute Fellowship, 2016/17

Getty Foundation, University of California Los Angeles, Digital Art History Summer Institute participant, 2015

Millard Meiss Publication Award, College Art Association, 2014

Mellon Postdoctoral Teaching Fellow, Columbia University, 2011-2012

Leibniz-Gemeinschaft Postdoctoral Fellow, Germanisches Nationalmuseum, Nuremberg and Courtauld Institute of Art, 2009-2010

Language & Proficiency German 4; Spanish 4; French 3; Dutch 4

Overseas Experience England; Germany

Research & Teaching Specializations Flemish Artists and the Americas; the idea of antiquity in the North; early modern print culture; early modern drawing practice; the emergence of genre imagery; Dutch Brazil

Selected Publications

2016. "St. Michael the Archangel: Spiritual, visual and material translations from Antwerp to Lima," in E. Wouk and S. Karr-Schmidt, *Prints in Translation, 1450-1750: Image, Materiality, Space* 183-202. Burlington, VT: Ashgate .

2016. "Going viral? Maerten de Vos's St Michael the Archangel," *Nederlands Kunsthistorisch Jaarboek* 66: 54-78.

2014. "Copies, cannibals and conquerors: Maerten de Vos's The Big Fish eat the Small," *Nederlands Kunsthistorisch Jaarboek* 64: 248-71.

2013. "Dürer's Copies." In *The Young Dürer: Drawing the Figure*, ed. Stephanie Buck and Stephanie Porras. London: Courtauld Institute of Art exhibition catalogue.

2012. "ein freie hant: Drawing, autonomy and the young Albrecht Dürer." In *Der frühe Dürer*. Nuremberg: Germanisches Nationalmuseum exhibition catalogue.

Latin American-Related Courses Taught in Last 2 Years Theaters of the Baroque, Public Policy and the Arts, European Prints in Latin America (independent study)

Number of Dissertations or Theses Supervised in Past 5 Years 4

MAURO PORTO, COMMUNICATION

B.A., Universidade de Brasília, Communication, 1988

M.A., Universidade de Brasília, Political Science, 1993

Ph.D., University of California-San Diego, Communication, 2001

Academic Experience Associate Professor, Tulane University, 2011-

Assistant Professor, Tulane University, 2005-2011

Professor, Universidade de Brasília, 1993-2004

Related Experience Program Officer for Media Rights and Access, Ford Foundation, Brazil office, 2011-2013

Freedom House, consultant for the Freedom of the Press in the World report, 2006-2007

Member of the Consultative Board of the Program Informação, sponsored by the W. K. Kellogg Foundation and by Agência de Notícias dos Direitos da Infância, 2006-

Distinctions Visiting Researcher Fellowship, Centro de Investigación y Adiestramiento Político Administrativo (CIAPA), San José, Costa Rica, 2008

Provost's Fund for Faculty/Student Engagement, Tulane University, 2006-2007.

Summer Fellowship, Dean's Office, College of the Liberal Arts and Sciences, Tulane University, 2006

Vilmar Farias Chair of Latin American Studies, awarded by Facultad Latinoamericana de Ciencias Sociales, Brazil's

Ministry of Education, and Brazil's Ministry of Science and Technology, 2003

Language & Proficiency Portuguese 5; Spanish 5

Overseas Experience Brazil

Research & Teaching Specializations South America, Brazil, Political communication, Media and democratization

Selected Publications

2012. "Media power and democratization in Brazil: TV Globo and the dilemmas of political accountability." London: Routledge.

2011. "The media and political accountability." In *Corruption and democracy in Brazil: The struggle for accountability*. Timothy Power and Matthew M. Taylor, eds. Notre Dame: University of Notre Dame Press.

2011. "Telenovelas and representations of national identity in Brazil," *Media, Culture and Society* 33(1): 53-69.

2007. "Televisão e política no Brasil: A Rede Globo e as interpretações da audiência." Rio de Janeiro: E-Papers.

2007. "Frame diversity and citizen competence: towards a critical approach to news quality." *Critical Studies in Media*.

Latin American-Related Courses Taught in Last 2 years Media and Democracy in Latin America; Brazilian TV and Culture; Latin American Icons

JESSICA PRICE, CENTER FOR INTER-AMERICAN POLICY AND RESEARCH

B.A., International Affairs, University of Georgia, 2007

M.A., Political Science, University of Georgia, 2007

Ph.D., Government, University of Texas at Austin, 2015

Academic Experience Post-Doctoral Fellow, Center for Inter-American Policy and Research, Tulane University, 2016-

Assistant Instructor, Department of Government, University of Texas at Austin, 2013-2015

Teaching Assistant, Department of Government, University of Texas at Austin, 2007-2013

Related Experience

Distinctions E.D. Farmer International Fellowship, Summer 2012

Macdonald Dissertation Fellowship, 2011-2012

Language & Proficiency Spanish 5; Portuguese 4

Overseas Experience Mexico

Research & Teaching Specializations Indigenous Politics; Mexican and Latin American Politics; Protest and Social Movements; Clientelism; Legal Systems and Minority Rights; Human Rights; Environmental Politics

Selected Publications

Forthcoming. "Keystone Organizations Versus Clientelism: Understanding Protest Frequency in Indigenous Southern Mexico." *Comparative Politics*.

Latin American-Related Courses Taught in Last 2 Introduction to Comparative Politics

WAYNE REED, PHYSICS

B.S., Rensselaer Polytechnic Institute, Physics, 1975

M.S., University of Washington, Physics, 1976

Ph.D., Clarkson University, Physics, 1984

Academic Experience Interdisciplinary Professor in Chemical and Biomolecular Engineering, 2016-

Murchison-Mallory Chair in Physics, 2013-

Professor, Tulane University, 1994-

Associate Professor, Tulane University, 1991-1994

Visiting Professor, Universidade de São Paulo, Brazil, 1989-1991; 1993; 1995-1996; 1998

Assistant Professor, Tulane University, 1985-1991

Related Experience Founding Director, Tulane Ctr for Polymer Reaction Monitoring & Characterization (PolyRMC), 2007-

Associate Director (TIMES), Tulane Institute for Macromolecular Eng. & Science, 2006-2011

Distinctions U.S.A. delegate to the Conference on Middle Eastern Scientists, 2014

Outstanding Researcher Award, Tulane School of Science and Engineering, 2012

Language & Proficiency Spanish 5; French 5; German 5; Portuguese 5; Russian 1

Overseas Experience Brazil; Mexico; France; Spain

Research & Teaching Specializations Macromolecular Physics and Characterization, Polymer Science and Engineering, Molecular Biophysics, Colloid Phenomena, Light Scattering, non-equilibrium processes in polymeric systems.

Selected Publications

2014. "Filtrodynamics: Time dependent trans-filter pressure signals for early detection and monitoring of particulates during chemical processing," C. Brusamarello, M.F. Drenski, A. Isakov, W.F. Reed, J. Macromolecular Reaction Engineering, 8, 3, 186-2-192, 3/2014. doi: 10.1002/mren.201300152

2013. *Monitoring Polymerization Reactions: From Fundamentals to Applications*. Eds. Alina M. Alb, Wayne F. Reed. Book invited by Wiley Interscience. Scheduled for release, late 2013.

2009. "Simultaneous continuous, non-chromatographic monitoring and discrete chromatographic monitoring of polymerization reactions." With Alina M. Alb and Michael F. Drenski. *J of App. Polymer Sci.* 113 (1): 190-198.

2008. "Direct monitoring of the cross-over from diffusion controlled to decomposition controlled initiation in free radical polymerization." With Tomasz Kreft. *Macromolecular Chemistry and Physics*. 209 (24): 2463-2474.

2008. "Monitoring the synthesis and properties of copolymeric polycations." With Gemma González García, et al. *Journal of Physical Chemistry B*. 112 (46): 14597-14608.

Number of Dissertations or Theses Supervised in the Past 5 Years 13

CAROL MCMICHAEL REESE, ARCHITECTURE

B.A., Trinity University, Psychology, 1970

M.A., University of Texas, Art History, 1979

Ph.D., University of Texas, Art History, 1992

Academic Experience Christovich Associate Professor, Tulane University, 2002-

Assistant Professor, Tulane University, 1999-2002

Related Experience Director, MAK Center for Art and Architecture, L.A. Schindler House, West Hollywood, 1996-1998

Principal Investigator, 2002 Fulbright-Hays, "Ecology, Community Planning, and Social Challenges in Panamá," 2002

Distinctions Finalist, Thomas Ehrlich Civically Engaged Faculty Award, 2009

Language & Proficiency Spanish 3; French 2; German 3

Overseas Experience Argentina; Mexico ; Panama ; Brazil ; Costa Rica ; Cuba

Research & Teaching Specializations Argentina; Mexico; Panama; Architecture; Urban Studies; Architecture and Urbanism in the Americas, 19th - 21st Centuries

Selected Publications

2014. *New Orleans Under Reconstruction: The Crisis of Planning*. With co-editors Michael Sorkin and Anthony Fontenot. London and New York: Verso.

2013. *El Canal de Panamá y su legado arquitectónico (1905-1920), The Panama Canal and its Architectural Legacy (1905-1920)*. With co-author Thomas F. Reese. Panamá: Fundación Ciudad del Saber.

2004. "Nationalism, Progress, and Modernity in the Architectural Culture of Mexico City c. 1900." *La amplitud del modernismo y la modernidad, 1861-1920. Vol 2: Hacia otra historia del arte en México*. Stacie G. Widdifield, ed. Mexico City: CONACULTA and CURARE. 175-219.

2002. "Urbio + Gehry in Panamá's New Canal Zone: Architecture, Economic Development, and Cultural Heritage Tourism." *AULA, Architecture and Urbanism in Latin America*. 2: 68-76.

2002. "The Urban Development of Mexico City, 1850-1930." In *Planning Latin America's Capital Cities, 1850-1950*. Arturo Almandoz, ed. London: Routledge, 139-169.

Latin American-Related Courses Taught in Last 2 years The City I; Contemporary Architecture and Urbanism; Latin American Urban Imaginaries; Community Development Case Studies in Panama

Number of Dissertations or Theses Supervised in the Past 5 Years 2

THOMAS F. REESE, ART HISTORY

B.A., Tulane University, Spanish and Art History, 1965

M.A., Yale University, History of Art, 1969

Ph.D., Yale University, History of Art, 1973

Academic Experience Professor, Tulane University, 1999-

Professor, University of Texas, 1983-1986

Associate Professor, University of Texas, 1976-1983

Assistant Professor, University of Texas, 1970-1976

Related Experience Executive Director, Stone Center for Latin American Studies, Tulane University, 1999-

Co-Vice Chair, Council of Directors of Title VI National Resource Centers for Foreign Language and Area Studies, 2008-

President of the Board, Arts Council of New Orleans, 2010-2013

Board Member, Contemporary Arts Center, 2008-2013

Board Member, New Orleans Museum of Art, 2008-2011, 2016-

Editorial Board, RES, 1997-2006

Deputy Director, The Getty Research Institute for the History of Art and the Humanities, 1994-1998

Acting Director, The Getty Center for the History of Art and the Humanities, 1991, 1992-1993

Associate Director, The Getty Center for the History of Art and the Humanities, 1986-1992

Distinctions Thomas F. and Carol M. Reese Distinguished Chair in Latin American Studies, 2016-

Samuel H. Kress Senior Fellow, Center for Advanced Study in the Visual Arts, The National Gallery of Art, Washington, D.C., 1983

Académico correspondiente, Real Academia de Bellas Artes de San Fernando, Madrid, 1977

John Simon Guggenheim Memorial Foundation Scholarship, 1976-1977

Language & Proficiency Spanish 5; French 3

Overseas Experience Spain & Portugal; the Andean Region; Argentina; Mexico; Panamá

Research & Teaching Latin American and Iberian Art; Architecture and Urbanism

Selected Publications

Forthcoming. *Reforma Agraria, Repoblación, y urbanismo en la España rural del Siglo XVIII: Las Nuevas Poblaciones de Sierra Morena and Andalucía*. Madrid: Editorial Iberoamericana/Vervuert.

Forthcoming. *George A. Kubler: The Craft of Art History*, Los Angeles: Getty Research Institute.

2018. "Prefacio: Quién es Ventura Rodríguez," pp. 9-18, in Javier Ortega Vidal, José Luis Sancho Gaspar., y Francisco José Marín Perellón, *Ventura Rodríguez: El poder del dibujo* (Madrid: Comunidad de Madrid).

2017. "Desde el pasado, mirando hacia el futuro: cuarenta y cinco años después de The Architecture of Ventura Rodríguez pp. 49-72; u "Anejo Documental, pp. 473-486. *Ventura Rodríguez: Arquitecto de la Ilustración* (Madrid: Real Academia de Bellas Artes de San Fernando).

2013. *El Canal de Panamá y su legado arquitectónico (1905-1920)*, *The Panama Canal and its Architectural Legacy (1905-1920)*. With Carol McMichael Reese. República de Panamá: Fundación Ciudad del Saber, Autoridd del Canal de Panamá, and Fundación Arte y Cultura.

2010. "Taking Sail: Kurt Foster's Getty Center for the History of Art and the Humanities." Pp. 257-279 in *Art History on the Move: Hommage an Kurt W. Forster*. Edited by Nanni Baltzer, Jacqueline Burckhardt, Marie Theres Stauffer, and Philip Ursprung unter Mitarbeit von Mirjam Brunner. Zürich: Diaphanes.

1999. *Buenos Aires 1910: el imaginario para una gran capital; Coloquio internacional de 1995*. Editor, with Margarita Gutman. Buenos Aires: Centro de Estudios Avanzados de la Universidad de Buenos Aires.

1999. "The Institutionalization of Art History as a Disciplinary and Pedagogical Practice in American Universities in the Twentieth Century." In *(In)disciplinas: estetica e historia del arte en el cruce de los discursos*. Lucero Enriquez, editor. Mexico: INAM.

1999. "Richard Meier, the J. Paul Getty Museum, Los Angeles, California 1984-1997." With Carol McMichael Reese. In *Museums for a New Millenium: Concept, Projects, Buildings*. Vittorio Magnago Lampugnani and Angeli Sachs, eds. Munich: Prestel.

1995. "Mapping Interdisciplinarity." *Art Bulletin*. 77: 544-49.

1985. *Studies in Ancient American and European Art: The Collected Essays of George Kubler*. Edited by Thomas F. Reese. New Haven and London: Yale University Press.

1980. *Libro de diferentes pensamientos unos inventados y otros delineados por Diego de Villanueva*, edición facsímile con introducción, resumen biográfico, y notas a las láminas por Thomas F. Reese. Madrid: Real Academia de Bellas Artes de San Fernando.

Latin American-Related Courses Taught in Last 2 years Latin American Studies Core Seminar (Graduate); Cities and Urban Imagery in Latin America

Number of Dissertations or Theses Supervised in the Past 5 Years 2

RENATA DURAES RIBEIRO, ECOLOGY & ENVIRONMENTAL BIOLOGY

B.S., Universidade Federal de Minas Gerais, Ecology, 1998

M.S., Universidade Federal de Minas Gerais, Ecology, Conservation & Wildlife Management, 2001

Ph.D., University of Missouri-St. Louis, Ecology

Academic Experience Professor of Practice, Tulane University, 2016-

Adjunct Instructor, Tulane University, 2011-2016

AAUW Post-doctoral Fellow, Tulane University, 2014-2015

Adjunct Assistant Professor, Tulane University, 2010-2011

Visiting Scholar, University of California, Los Angeles, 2008-2009

Distinctions Post-doctoral Fellowship, American Association of University Women, 2014

CAPES graduate scholarship for Doctorate Abroad Program, UM-St. Louis, 2001-2015

Annual award in Excellence in Tropical Ecology and Conservation, Journal Biotropica, 2013

Language & Proficiency Portuguese 5; Spanish 4

Research & Teaching Specializations Avian ecology and behavior; Neotropical Ornithology

Selected Publications

2015. "Loss of sexual dimorphism is associated with loss of lekking behavior in the green (Xenopipo holochlora)." *Journal of Avian Biology*. Ribeiro, R.D., J.E. McCormack, H.G. Álvarez, L. Carrasco, G.F. Grether, P. Mena, R. Sedano, T.B. Smith & J. Karubian. 46:307-314.

2013. "Effects of forest disturbance and habitat loss on avian communities in a Neotropical biodiversity hotspot." *Biological Conservation*. Durães, R., L. Carrasco, T.B. Smith & J. Karubian. 166:203-211.

2013. "Effects of forest disturbance and habitat loss on avian communities in a Neotropical biodiversity hotspot." *Biological Conservation* Durães, R., L. Carrasco, T.B. Smith & J. Karubian 166:203-211 .

2012. "Mating behavior drives seed dispersal by the Long-wattled umbrellabird *Cephalopterus penduliger*." *Biotropica*. Karubian, J., R. Durães, J.L. Storey & T.B. Smith. 44: 689-698.

2009. "Female mate choice across spatial scales: influence of lek and male attributes on mating success of Blue-crowned manakins." *Proceedings of the Royal Society*. Durães, R., B.A. Loiselle, P.G. Parker & J.G. Blake. B 276:1875-1881.

Latin American-Related Courses Taught in Last 2 years Diversity of Life; Field Biology and Conservation in the Tropical Andes; Contemporary Biology; Tropical Biology; Global Environmental change

FERNANDO CÉSAR RIVERA DÍAZ, SPANISH PORTUGUESE

B.A., University of San Agustin, Literature and Linguistics, 1994

Licentiate, University of San Agustin, Literature and Linguistics, 1995

M.A., Princeton University, Latin American Literature, 2001

Ph.D., Princeton University, Latin American Literature, 2006

Academic Experience Associate Professor, Tulane University, 2013-

Assistant Professor, Tulane University, 2007-2013

Distinctions University Fellowship, Princeton University, 1999-2004

William Ebenstein Student Research Fund Award, Princeton University, 2003

Caretas "El cuento de las mil palabras" award, 1992

Language & Proficiency Spanish 5; Portuguese 2; French 2; Italian 2; Quechua 1

Overseas Experience Peru

Research & Teaching Specializations Andean Studies; Peruvian Internal War Narratives; Contemporary Latin American Fiction

Selected Publications

2016. "Words Under the Fog." Edited by Jeremy Tambling. *The Palgrave Handbook of the Literature and the City*. London: Palgrave Mcmilliam.

2016. "La escritura post-catastrófica de Eielson." Edited by Sandro Chire Jaime and Javier de Taboada. *Palabra, color y materia en la obra de Jorge Eduardo Eielson*. Lima: Casa de la Literatura/Ed. Animal de Invierno, 185-191.

2016. "Arguedas y la escritura envenenada." Edited by Ana Gallego Cuiñas, Christian Estrade and Fatiha Idmhand. *Diarios latinoamericanos del siglo XX*. Bruxelles: P.I.E. Peter Lang, 133-144.

2015. "El relato del crimen: Intento de una explicación formal y su correlato social." *Campo Letrado* 4(5): 24-38.

2014. "From Nation's Ear to God's Eye to the Language of Reconciliation: The Commission and Reconciliation in Peru." *Chasqui: Revista de Literatura Latinoamericana* 43(1).

Latin American-Related Courses Taught in Last 2 years Introduction to Latin American Culture, Post-Identitarian Narratives in Latin America; Modern Readings in Spanish; Topics in Spanish American Literature

Number of Dissertations or Theses Supervised in the Past 5 Years 1

CHRISTOPHER RODNING, ANTHROPOLOGY

A.B., Harvard University, Anthropology, 1994

Ph.D., University of North Carolina at Chapel Hill, Anthropology, 2004

Academic Experience Professor, Tulane University, 2017-

Associate Professor, Tulane University, 2012-2017

Assistant Professor, Tulane University, 2005-

Related Experience Series Editor, "Archaeology of the American South: New Directions and Perspectives," University of Alabama Press, Tuscaloosa

Board member ex officio, Exploring Joara Foundation, 2008-

CoDirector, Archaeological Field School, Warren Wilson College, Summers 2001-2004

Crew Member, Siouan Archaeological Project, North Carolina, 1995-1997

Distinctions Patty Jo Watson Prize for Outstanding Paper in the Archaeology of the Southeastern United States, 2016

Louisiana Board of Regents Research Competitiveness Subprogram Grant, "Lower Mississippi Valley Landscape Archaeology Project," 2012-2015

C.B. Moore Award for Outstanding Young Scholar in the Archaeology of the Southeastern U.S

Research & Teaching Specializations Archaeology; Southeastern United States; Native Americans; Contact and Colonialism; Cultural landscapes

Selected Publications

2017. "Spaces of Entanglement: Labor and Construction Practice at Fort San Juan de Joara." With Robin A. Beck, Lee A. Newsom, and David G. Moore. *Historical Archaeology* 51(2):167-193.

2016. "The Politics of Provisioning: Food and Gender at Fort San Juan de Joara, 1566–1568." With Robin A. Beck, Gayle J. Fritz, Heather A. Lapham, and David G. Moore. *American Antiquity* 81(1):3-26.

2016. Fort San Juan and the Limits of Empire: Colonialism and Household Practice at the Berry Site. Coeditor with Robin A. Beck and David G. Moore. University Press of Florida, Gainesville.

2015. Center Places and Cherokee Towns: Archaeological Perspectives on Native American Architecture and Landscape in the Southern Appalachians. University of Alabama Press, Tuscaloosa.

2013. "Conflict, Violence, and Warfare in La Florida." With Robin A. Beck, Jr. and David G. Moore. In *Initiating New Worlds: Sixteenth-Century Entradas in the American Southwest and Southeast*, edited by Clay Mathers, Jeffrey M. Michem, and Charles M. Haecker. University of Arizona Press, Tucson.

Latin American-Related Courses Taught in Last 2 years Conquest and Colonialism; Archaeology of Gender; Archaeology of Cultural Landscapes; Disasters and Past Societies

DIEGO ROSE, GLOBAL COMMUNITY HEALTH & BEHAVIORAL SCIENCES

B.S., University of California-Berkeley, Nutritional Sciences, 1977

M.P.H., University of California-Berkeley, Public Health Nutrition, 1981

Ph.D., University of California-Berkeley, Agricultural and Resource Economics, 1992

Academic Experience Professor, Tulane University, 2010-

Associate Professor, Tulane University, 2002-2010

Related Experience Visiting Fellow, Food Security Analysis Service, United Nations World Food Program, 2011-2012

Director, Prevention Research Center, Tulane University, 2009-2011

Senior Economist, Economic Research Service, US Department of Agriculture, Washington, DC, 1996-1997

Distinctions One of 101 Most Influential Professors of Public Health by MPHProgramsList.com, 2012

Best Article of the Year, Journal of Nutrition Education and Behavior, 2008

Language & Proficiency Spanish 5; Portuguese 5

Overseas Experience Mozambique; Mexico; Guatemala; Brazil; Italy

Research & Teaching Specializations Community Health Sciences; Central America; Africa; Consumer Economics; International Food and Nutrition Policy

Selected Publications

Forthcoming. "The influence of the WIC food package changes on the retail food environment in New Orleans." With O'Malley K, Dunaway LF, and Bodor N. *Journal of Nutrition Education and Behavior*.

2012. "Understanding policy enactment: The New Orleans Fresh Food Retailer Initiative." With Ulmer VM and Rathert AR. *American Journal of Preventive Medicine* 43(3S2): S116-S122.

2011. "The Effects of Hurricane Katrina on Food Access Disparities in New Orleans." With Bodor JN, Rice JC, Swalm C, and Hutchinson PL. *American Journal of Public Health* 101(3): 482-484.

2009. "Understanding the Role of Potatoes in the Peruvian diet: An Approach that Combines Food Composition with Household Expenditure Data." With Burgos G., Bonerba M. and Thiele G. *Journal of Food Composition and Analysis*. 22: 525-532.

2008. "Interventions to Reduce Household Food Insecurity: A Synthesis of Current Concepts and Approaches." *Revista de Nutrição*. 21: 159S-173S.

Number of Dissertations or Theses Supervised in the Past 5 Years 11

OANA SABO, FRENCH & ITALIAN

B.A., University of Timisoara, English and French

M.A., University of Southern California, Comparative Literature

Ph.D., University of Southern California, Comparative Literature, 2011

Academic Experience Assistant Professor of French, Tulane University, 2012-

Postdoctoral Distinguished Teaching Fellow, University of Southern California, Departments of French & Italian and Comparative Literature, 2011-2012

Distinctions Lucy Grant, Tulane University, 2013

Newcomb Faculty Research Grant, Tulane University, 2013

Learning Environments Grant, USC Center for Scholarly Technology, 2012

Josephine de Kármán Fellowship, 2008-2009

Language & Proficiency French; Romanian; Spanish; Italian

Research & Teaching Specializations French Literature; Diaspora & Transnational Studies

Selected Publications

Forthcoming. *The Migrant Canon in Twenty-First-Century France*. University of Nebraska Press.

Forthcoming. "Dany Laferrière's Aesthetic of Recycling." *French Forum*.

2014. "Multilingual Novels as Transnational Literature: Yann Martel's Self." *ARIEL: A Review of International English Literature* 45.4: 89-110.

2012. "Disjunctures and Diaspora in Kiran Desai's *The Inheritance of Loss*." *The Journal of Commonwealth Literature* 47(3): 373-390.

2008. "Mapping Exilic Spaces through Ethnic Hi/stories in Mona Latif-Ghattas's *Le Double Conte de l'Exil*," In *Space, Haunting, Discourse*. Maria Holmgren-Troy and Elizabeth Wennö, eds. Newcastle-upon-Tyne, UK: Cambridge Scholars Publishing. 118-129.

STANLEY W. SAMARASINGHE, INTERNATIONAL DEVELOPMENT

B.A., University of Sri Lanka, Economics, 1967

Ph.D., Cambridge University, Economics, 1980

Academic Experience Adjunct Professor, Tulane University, 2008-

Research Professor, Tulane University, 1993-2007

Related Experience Executive Director, International Centre for Ethnic Studies, Sri Lanka, 2004-2008

Consultant, USAID, Africa Bureau, 2003

Director, Institute for International Development, Tulane University, 1998-2007

Consultant, Training Needs for Professionals in the Latin American Division, World Bank, 1994

Consultant/Lecturer, USAID, Development Education Conference on New Global Realities: Communicating the Opportunities and Challenges, 1992

Advisor to President Jimmy Carter, Carter Center, Emory University, 1990

Distinctions Julien and Vernon Cornell Distinguished Visiting Professor, Swarthmore College, 1989-1990

Takemi Fellow, Harvard School of Public Health, 1985-1986

Language & Proficiency Sinhala

Overseas Experience Sri Lanka; India; Pakistan; Bangladesh; Bhutan; Nepal; Thailand; Rwanda; Senegal; Senegal; Colombia; UK

Research & Teaching Specializations Economics and International Development; Global Ethnic Conflict

Selected Publications

2010-2013. "Sri Lanka Economy: Annual Review" In *South Asia*. London: Europa Publications.

2009. "Sri Lanka: The Challenge of State Building, Peace Building and Nation Building." *Nationalism and Ethnic Politics* 15(3-4): 436-461.

2008. "Fighting for Food: Food Security and Conflict in Sri Lanka." Co-authored with Sandy A. Johnson. *American Association of Geography*.

2006. *Coordination of Humanitarian Assistance in Tsunami-Affected Countries of Asia – Evaluation Findings*. Co-authored with Jon Bennett et al. New York: UN-OCHA & Tsunami Evaluation Coalition (TEC).

2005. *Tsunami Field Study Reports on Needs Assessment, Community Priorities, and Housing – Three Volumes*. Sri Lanka: International Centre for Ethnic Studies, Sri Lanka & World Vision.

Latin American-Related Courses Taught in Last 2 years Sustainable Human Development

Number of Dissertations or Theses Supervised in the Past 5 Years 15

ANA SANCHEZ-ROJO, MUSIC

B.A., University of the Americas- Puebla, 2003

M.M., University of Texas at Austin, Historical Musicology, 2008

Ph.D., University of Chicago, Music History, 2016

Academic Experience Assistant Professor, Tulane University, 2016-

Instructor, University of Chicago, Spring 2016, Winter 2015

Teaching Assistant, University of Chicago, Fall 2012-Spring 2014

Instructor, UPAEP, Summer 2012

Instructor, University of Texas at Austin, 2009

Teaching Assistant, University of Texas at Austin, Fall 2007-Spring 2009

Related Experience Co-Coordinator, Music History and Theory Workshop, University of Chicago, 2013-2014

Blind reviews for Latin American Music Review, 2009-2011

Research Assistant, Music in the Mexican Cathedrals, 2004-2006

Distinctions Stuart Tave Teaching Fellowship, University of Chicago, 2015

Tinker Travel Grant, Music Department, University of Chicago, 2013

Tinker Field Grant, Center for Latin American Studies, University of Chicago, 2013

Summer Research in Mexico, Teresa Lozano Long Institute of Latin American Studies, University of Texas, 2008

Apertura Scholarship, Teresa Lozano Long Institute of Latin American Studies, University of Texas, 2006-2008

Language & Proficiency Spanish 5; French 3; Italian 3; German 1

Overseas Experience Spain; Mexico

Research & Teaching Specializations Historical Musicology. Spanish Colonial Music History. Hispanic Identity.

Latin American-Related Courses Taught in Last 2 History of Western Music, The Art of Listening

SUSAN SCHROEDER, HISTORY

B.A., University of California-Los Angeles, Anthropology, 1976

M.A., University of California-Los Angeles, Latin American History, 1977

Ph.D., University of California-Los Angeles, History of Colonial Latin America, 1984

Academic Experience Professor, Tulane University, 1999-2009

Professor, Loyola University-Chicago, 1997-1999

Associate Professor, Loyola University-Chicago, 1991-1997

Assistant Professor, Loyola University-Chicago, 1985-1991

Related Experience National Endowment for the Humanities, Awards Panel, 2001, 2002

Executive Council, American Catholic Historical Association, 1998-2001

Howard F. Cline Book Prize Committee Chair, Conference on Latin American History, 1998-2000

Director, Latin American Studies Program, Loyola University-Chicago, 1991-1996

Associate Editor, UC MEXUS NEWS, University of California Consortium on Mexico and the United States, 1982-1984

Distinctions Frances Vinton Scholes Professor of Colonial Latin American History, Tulane University, 1999-

James Alexander Robertson Memorial Prize, best article published in the Hispanic American Historical Review, 2001

National Endowment for the Humanities Long-term Fellowship, 1999-2000

Language & Proficiency Spanish 4; Portuguese 2; Nahuatl 1

Overseas Experience Mexico

Research & Teaching Specializations Mexico; Mesoamerican Social History; Early Nahuatl Philology

Selected Publications

2009. *The Conquest All Over Again: Nahuas and Zapotecs Thinking, Writing, and Painting Spanish Colonialism*. Editor, with David Cahill. Sussex: Sussex Academic Press.

2000. "Jesuits, Nahuas, and the Good Death Society in Mexico City, 1710-1767." *Hispanic Amc. Historical Rev.* 80 (1).

1998. "The First American Valentine: Nahuatl Courtship and Other Aspects of Family Structuring in Mesoamerica." *Journal of Family History*. 23 (4): 341-354.

1997-2005. *Codex Chimalpahin*. 6 vols. Translator and editor, with Arthur J. O. Anderson (Vol. 1 and 2), James Lockhart and Doris Namala (Vol. 3), and Anne J. Cruz et al. (vol. 6). Norman: University of Oklahoma Press.

1992. *Chimalpahin and the Kingdoms of Chalco*. Tucson: University of Arizona Press.

Latin American-Related Courses Taught in Last 2 years Colonial Heritage of LA; Colonial Mex; Southwest History

Number of Dissertations or Theses Supervised in the Past 5 Years 11

DANIEL SHARP, MUSIC

B.A., Grinnell College, Music, 1995

M.A., University of Texas at Austin, Latin American Studies, 2001

Ph.D., University of Texas at Austin, Ethnomusicology, 2006

Academic Experience Assistant Professor, Tulane University, 2008-

Visiting Assistant Professor, The College of William and Mary, 2007-2008

Visiting Instructor/Assistant Professor, Bowdoin College, 2006-2007

Related Experience Ethnographic Field Research, Brazil, 1999-

Distinctions Latin American Graduate Organization (LAGO) Outstanding Faculty Member Service Award, 2011

Outstanding Paper Prize by the Association of Graduate Ethnomusicology and Musicology Students at the University of Texas for "Imperialist Nostalgia and Cultural Nationalism in Buena Vista Social Club," 2002

Language & Proficiency Portuguese 5; Spanish 5

Overseas Experience Brazil

Research & Teaching Specializations Ethnomusicology, Brazil

Selected Publications

In Production. *Between Nostalgia and Apocalypse: Popular Music and the Staging of Brazil*. Middletown, CT: Wesleyan University Press Music/Culture Series.

Forthcoming. "Locating Brazilian Music in the Chicago Post-Rock Scene." In *Bossa Nova in the United States*. Jason Stanyek and Frederick Moehn, eds. Oxford: Oxford University Press.

2011. "Of Mud Huts and Modernity: The Performance of Civic Progress in Arcoverde's São João Festival." In *Brazilian Popular Music and Citizenship*. Chris Dunn and Idelber Avelar, eds. Durham: Duke University Press.

2011. "Performing the Migrant, Performing Home: Televised Nostalgia in Northeast Brazil." *Latin American Music Review* 32 (2).

2010. "'This is really the desert! The tough, brutal desert!': Dreams of a Mud House Tourist Destination." *Anthropology News*.

Latin American-Related Courses Taught in Last 2 years Latin American Music: The Caribbean; Latin American Music: Brazil; World Musics; Latin American Popular Music; Music of Brazil; Music of the African Diaspora in Latin America; Worlds of Music

Number of Dissertations or Theses Supervised in Past 5 Years 10

MAUREEN E. SHEA, SPANISH PORTUGUESE

B.A., Frostburg State College, Spanish, 1975

M.A., Colorado State University, Hispanic Literature, 1978

Ph.D., University of Arizona, Latin American Literature, 1987

Academic Experience Associate Professor, Tulane University, 1994-

Assistant Professor, Tulane University, 1990-1994

Related Experience Undergraduate Advisor, Department of Spanish and Portuguese, Tulane University, 2007-

Director, Women's Studies Program, Tulane University, 2004-2005

Editor, Twentieth Century Cultures Encyclopedia Series on Latin American Literature, 1994-1995

Distinctions Simón Rodríguez Award for Excellence in Undergraduate Teaching, Tulane University, 2001

Mortar Board Teaching Awards, Tulane University, 1997, 1998, 2000, 2001, 2004, 2005

Language & Proficiency Spanish 5; Portuguese 3; Italian 3

Overseas Experience Mexico ; Guatemala ; Argentina

Research & Teaching Specializations Latin American Literature; Guatemala; Women's Testimonio

Selected Publications

In Progress. *(Re) Imaginar Centroamérica en el siglo XXI. Literatura e itinerarios culturales*. Maureen E. Shea, Uriel Quesada, Ignacio Sarmiento, Eds. San José, Costa Rica, Uruk Editores.

2013. "Trauma, fantasmas y memoria en Milagro de la Paz de Manlio Argueta, Desde la hamaca al trono...y mas allá." *Lecturas críticas de la obra de Manlio Argueta*.

2013. "Narradoras combatientes en la Centroamérica Revolucionaria" Research, Edition, Scholarly Volume, New, Accepted and forthcoming, in *Hacia una Historia de literaturas centroamericanas*, Tomo IV.

2010. "Del apogeo al desaliento: La audacia de la escritora frente su comunidad centroamericana entre 1880-1950." *Tensiones de la modernidad. Del modernismo al realismo-Tomo II. Hacia una Historia de literaturas centroamericanas*.

2007. "Narradoras combatientes en la literatura centroamericana: De la ilusión al desengaño." *Istmo: Revista virtual de estudios literarios y culturales centroamericanos*. 15:1-8.

Latin American-Related Courses Taught in Last 2 years Latin American Women Writers, Indigenismo and Beyond, Social Problems in Spanish American Literature

Number of Dissertations or Theses Supervised in the Past 5 Years 8

THOMAS SHERRY, ECOLOGY EVOLUTIONARY BIOLOGY

B.A., Dartmouth College, Biology, 1973

M.A., Dartmouth College, Biology, 1975

Ph.D., University of California-Los Angeles, Ecology, 1981

Academic Experience New Day Professor III & Siegel Professor in Social Entrepreneurship, 2016-2019

Professor, Tulane University, 1999-

Associate Professor, Tulane University, 1994-1999

Assistant Professor, Tulane University, 1989-1994

Related Experience Developer, Tulane CIAPA (Costa Rica Study Abroad) Program, 2013-2014

Treasurer, International Ornithologists Union, 2011-2014

Distinctions President-elect, American Ornithological Society, 2018-2020

Bullard Fellowship, "Integrating ecological and evolutionary ideas in species-rich environments to understand community structure," Harvard University, Sept. 2018-Feb. 2019

George H. Lowery Award, Louisiana Ornithological Society, 2016

Language & Proficiency Spanish 2; French 3;

Overseas Experience Costa Rica; Jamaica; France; Cuba; Panama

Research & Teaching Specializations Tropical Ornithology; Population Limitation and Regulation of Migratory Birds; Habitat Selection; Conservation of Biological Diversity, especially tropical diversity; Climate Change

Selected Publications

2016. "Chapter 8. Avian Food and Foraging." The Cornell Lab of Ornithology Handbook of Bird Biology, 264-310 3rd Edition (I. J. Lovette and J. W. Fitzpatrick, Eds). John Wiley & Sons, West Sussex, UK.

2016. "Dietary opportunism, resource partitioning, and consumption of coffee-berry borers by five migratory wood warblers (Parulidae) wintering in Jamaican shade coffee plantations." Sherry, T.W., M.D. Johnson, K. Williams, J. Kaban, C. McAvoy, A. Medori, S. Rainey, and S. Xu. *Journal of Field Ornithology* 87: 273-292.

2015. "Combining survey methods to estimate abundance and transience of birds among tropical non-breeding habitats." Peele, A. M., P. P. Marra, T. S. Sillett, T. W. Sherry. *The Auk: Ornithological Advances* 132: 926-937.

2015. "Patterns and causes of understory bird declines from human-disturbed tropical forest landscapes: A case study from Central America." Visco, D. M., N. L. Michel, A. W. Boyle, B. J. Sigel, S. Woltmann, and T. W. Sherry. *Biological Conservation* 191: 117-129.

2015. "Increased abundance, but reduced nest predation in the chestnut-backed antbird in Costa Rican rainforest fragments: surprising impacts of a pervasive snake species." Visco, D. M., and T. W. Sherry. In Special Issue Article: Tropical Insectivores. *Biological Conservation* 188: 22-31.

Latin American-Related Courses Taught in Last 2 years General Ecology; Conservation Biology; Tropical Conservation and Global Change Climate Change across the Curriculum: Science, Stakes, and Solutions

Number of Dissertations or Theses Supervised in the Past 5 Years 5

DALE SHUGER, SPANISH & PORTUGUESE

B.A., Harvard University, Romance Languages, 2001

Ph.D., New York University, Spanish & Portuguese, 2008

Academic Experience Assistant Professor, Tulane University, 2013-

Visiting Assistant Professor, Tulane University, 2012-2013

Assistant Professor, Columbia University, 2008-2012

Related Experience School of Liberal Arts Curriculum Committee Member, 2016-

Director, Program in Medieval and Early Modern Studies, 2014-2017

Undergraduate Advisor for Spanish Majors, Tulane University, 2013-

Distinctions COR International Travel Fund Grants, 2017

Language & Proficiency Spanish 5; Italian 2; French 1; Portuguese 1

Research & Teaching Specializations Early modern Spanish literature, Inquisition and legal history in Spain and colonial Latin America

Selected Publications

In Progress. *God Made Word: An Archeology of Mystic Discourse in Early Modern Spain*.

2016. "Tres Tristes Teresas." *MLN* 131(2): 378-397.

2015. "Interrogating the Ineffable: The Language of Mysticism and the Language of Law", *Renaissance Quarterly* 68(3): 932-956.

2013. "A Curious *Relación*: Event and Account of the *Auto de fe*." *Bulletin of Hispanic Studies* 90(4).

2012. *Don Quixote in the Archives: Madness in Life and Literature in Early Modern Spain*. Edinburgh: Edinburgh Critical Studies in Renaissance Culture.

Latin American-Related Courses Taught in the Last 2 years Pre-20th Century Readings in Spanish; The Spanish Inquisition; Literature of the Golden Age; Early Modern Spanish Mysticism; Spanish Cultural Studies (Early Modern Popular Culture); Spanish Golden Age Prose: La escritura del yo

Number of Dissertations or Theses Supervised in the Past 5 Years 2

G. EDUARDO SILVA, POLITICAL SCIENCE

B.F.A., University of Texas at Austin, 1977

M.A., New York University, Latin American and Caribbean Studies, 1983

Ph.D., University of California, San Diego, Political Science, 1991

Academic Experience Professor, Tulane University, 2010-

Visiting Researcher, Center for Latin American Research and Documentation, Amsterdam University, June-August 2015

Visiting Distinguished Scholar, National University Ireland, Maynooth, May 2015

Professor, University of Missouri, St. Louis, 2002-2010

Associate Professor, University of Missouri, St. Louis, 1997-2002

Assistant Professor, University of Missouri, St. Louis, 1991-1997

Related Experience Advisory Board Member: "Latin American States and Bureaucracies Research Programme,"

Universidad Andina, Simón Bolívar, Quito, Ecuador, 2017-

Scientific Advisory Board, Center for Conflict and Cohesion Studies, Santiago, Chile, 2014-

Member, Advisory Board, "Environmental Governance in Latin America and the Caribbean: Developing Frameworks for Sustainable and Equitable Natural Resource Use," Center for Documentation and Research on Latin America at the University of Amsterdam, 2010-

Distinctions Fulbright Senior Specialist Scholar, 2011

Language & Proficiency Spanish 5; German 4

Research & Teaching Specializations Latin American Politics; Comparative Political Economy; Sustainable Development

Selected Publications

Forthcoming. *From Resistance to Neoliberalism to the Second Wave of Incorporation: Comparative Perspectives on Reshaping the Political Arena*. With Federico M. Rossi. Pittsburgh: University of Pittsburgh Press.

2017. "Reorganizing Popular Incorporation in Latin America: Propositions from Bolivia, Ecuador, and Venezuela," *Politics and Society* 45(1): 91-122.

2016. "Patagonia without Dams! Lessons from a David vs. Goliath Campaign," *Extractive Industries and Society*, 3: 947-57.

2015. "Social Movements, Protest, and Policy," *European Review of Latin American and Caribbean Studies*, No. 100, 27-39.

2013. "Social Movements, Policy, and Conflict in Post-Neoliberal Latin America: Bolivia in the Time of Evo Morales," *Research in Political Sociology* 21: 51-76.

Latin American-Related Courses Taught in Last 2 years People, Power and Politics in Latin America; Governments of Latin America; Approaches to Latin American Politics

Number of Dissertations or Theses Supervised in the Past 5 Years 3

DAVID SMILDE, SOCIOLOGY

B.A., Calvin College, Sociology & Philosophy, 1989

M.A., University of Chicago, Sociology, 1994

Ph.D., University of Chicago, Sociology, 1994

Academic Experience Professor, Tulane University, 2014-

Associate Professor, University of Georgia, 2001-2014

Related Experience Editor-in-Chief, *Qualitative Sociology*, 2011-2015

Senior Fellow, Washington Office on Latin America, 2011-

Consultant, Latin America Program, Open Society Foundations, 2008-

Chair, Section on Venezuelan Studies, Latin American Studies Association, 2010-2012

Executive Council, University of Georgia Latin American and Caribbean Studies Institute, 2008-2012

Distinctions Finalist, Clifford Geertz Book Award, 2009

Winner, Distinguished Book Award, Section on the Sociology of Religion, American Sociological Association, 2009

Honorable Mention, Distinguished Article Award, Section on Collective Behavior and Social Movements, American Sociological Association, 2006

Language & Proficiency Spanish 4

Overseas Experience Venezuela

Research & Teaching Specializations Religion, politics and protest in Venezuela, qualitative methods

Selected Publications

2013. "Strategic Posture Review-Venezuela." In *World Politics Review*. September 17.

2012. *Religion on the Edge: Decentering and Recentering the Sociology of Religion*. With Courtney Bender, Wendy Cadge, Peggy Levitt. New York: Oxford University Press.

2011. *Venezuela's Bolivarian Democracy: Participation, Politics and Culture in Venezuela's Bolivarian Democracy*. Editor with Daniel Hellinger. Durham, NC: Duke University Press.

2007. *Reason to Believe: Cultural Agency in Latin American Evangelicalism*. Berkeley: University of California Press.

2002. *Protesta y Cultura en Venezuela: Los Marcos de Acción Colectiva en 1999*. With Margarita López Maya and Keta Stephany. Caracas: FACES-UCV/CENDES/FONACIT.

Latin American-Related Courses Taught in Last 2 years Development of Sociological Theory

NANETTE ARCHER SVENSON, INTERNATIONAL DEVELOPMENT

B.A., Stanford University, Human Biology, 1985

Certificate in Japanese, Sophia University, Tokyo, 1988

M.B.A., IESE Universidad de Navarra, Barcelona, 1992

M.S., Tulane University, International Development, 2006

Ph.D., Tulane University, International Development, 2009

Academic Experience

Research Associate, Universidad Santa María la Antigua, Panama, 2017-

Director, Tulane University Graduate Program of Global Development Panama Fieldwork Experience, 2014-2017

Adjunct Professor, Tulane University, 2011-2017

Related Experience Independent Development Consultant, 2008-

Capacity Development Programme Specialist, UNDP Regional Centre for Latin America & Caribbean, Panama, 2006-2007

Research/Knowledge Management Officer, UNDP Regional Centre for Latin America & the Caribbean, Panama, 2002-2005

Distinctions Julien and Vernon Cornell Distinguished Visiting Professor, Swarthmore College, 1989-1990

Language & Proficiency Spanish; Japanese

Overseas Experience Panama

Research & Teaching Specializations Economics; International Development; United Nations; Education and Global Development; Education Policy; Higher Education and Research in Latin America and other Developing Regions;

Selected Publications

2018. *Innovative north-south university research partnerships in Latin America and the Caribbean*. Edited by Gregorutti, G. & Svenson, N. Palgrave Macmillan.

2018. "INCAE, Harvard and international development: Research for progress in Central America." Edited by G. Gregorutti & N. Svenson. *Innovative north-south university research partnerships in Latin America and the Caribbean*. Palgrave Macmillan.

2018. "Science beyond politics: Cuba-US marine research and conservation." Siciliano, D., Bretos, F., Azanza, J. & Svenson, N. Edited by G. Gregorutti & N. Svenson. *Innovative north-south university research partnerships in Latin America and the Caribbean*. Palgrave Macmillan.

2017. *Las ciencias sociales en la República de Panamá: Oferta en la academia versus demanda del mercado laboral* (The social sciences in the Republic of Panama: Academic supply versus labor market demand). Svenson, N. & De Gracia, G. National Library of Panama.

2017. "Central America: The value of international academic cooperation." In *Understanding higher education internationalization: Insights from key global publications*. Edited by Boston College Center for International Higher Education.

Latin American-Related Courses Taught in Last 2 Years The United Nations System: Past, Present and Future; Education and International Development; Public Policy and Social Welfare

RAYMOND C. TARAS, POLITICAL SCIENCE

B.A., Université de Montreal, Political Science, 1967

M.Phil., University of Essex, Comparative Politics, 1974

Ph.D., University of Warsaw, Political Studies, 1982

Academic Experience Leverhulme Trust Visiting Professor, University of Sussex, 2015-16

Fulbright Distinguished Chair in European Studies, University of Warsaw, 2013-2014

Professor, Tulane University, 1996-

Visiting Professor, Aalborg University, Denmark, 1999

Associate Professor, Tulane University, 1988-1996

Assistant Professor, Tulane University, 1984-1988

Related Experience Visiting Fellow, European University Institute, Florence, Italy, 2010

Visiting Scholar, Stanford University, 2006, 2009

Distinctions Latin American Studies Research Grant, 2012

Language & Proficiency French 5; Polish 5; Spanish 4; Swedish 3

Overseas Experience Mexico; Peru

Research & Teaching Specializations International Migration in South America; Nationalism; Postnationalism; Identity Politics; Casta Paintings

Selected Publications

2018. *Nationhood, migration and global politics*. Edinburgh: Edinburgh University Press, forthcoming. Includes case study "Peru: Indígena, mestizo, criollo"

2015. *Fear and the making of foreign policy: Europe and beyond*. Edinburgh: Edinburgh University Press.

2012. *Challenging multiculturalism: managing diversity across Europe*. Editor. Edinburgh: Edinburgh University Press.

2012. *Xenophobia and Islamophobia in Europe*. Edinburgh: Edinburgh University Press.

2010. *Understanding Ethnic Conflict*. 4th edition. With Rajat Ganguly. New York: Longman.

Latin American-Related Courses Taught in Last 2 years Politics and Literature; Controversy over Immigration; Phobias and Foreign Policy; Politics and Nationalism; World Politics & Cinema

Number of Dissertations or Theses Supervised in the Past 5 Years 10

CAZ TAYLOR, ECOLOGY & EVOLUTIONARY BIOLOGY

B.S., Southampton University, United Kingdom, Mathematics, 1988

M.S., New York University, Biology, 1999

Ph.D., University of California Davis, Ecology, 2004

Academic Experience Associate Professor, Tulane University, 2015-

Assistant Professor, Tulane University, 2009-2015

Postdoctoral Fellow, National Science Foundation, Simon Fraser University & University of California Santa Barbara, 2005-2008

Related Experience Institute Faculty, Louisiana Optical Network Initiative, 2009-2014

Distinctions Grant, National Fish and Wildlife Foundation, 2016-2018

Scholar award, James S. McDonnell Foundation, 2013-2019

Grant, National Science Foundation, 2013-2017

Overseas Experience Central America

Research & Teaching Specializations Neotropical Ornithology, Migration, Winter Ecology and Population dynamics of migratory species, Tropical Agroforestry.

Selected Publications

2017. "The shape of density dependence in fragmented landscapes explains an inverse buffer effect in a migratory songbird." *Scientific Reports* 7: 14522 DOI:10.1038/s41598-017-15180-4.

2017. "Vegetation and shear strength in a delta-splay mouth bar." With Ameen, A.D, Kolker, A.S. *Wetland*. doi:10.1007/s13157-017-0948-7.

2017. "Reduced growth and survival in the larval blue crab, *Callinectes sapidus*, under predicted ocean acidification." With Giltz, S. *Journal of Shellfish Research*. 36(2): 481-485.

2017. "Effects of crude oil and oil/dispersant mixture on growth and expression of vitellogenin and hsp 90 in blue crab, *Callinectes sapidus* juveniles." With Chiasson, S.C. *Marine Pollution Bulletin*. 119(2):128-132.

2016. "Sublethal Toxicity of Crude Oil Exposure in The Blue Crab, *Callinectes sapidus*, at Two Life History Stages." With Giltz, S.M. *Bulletin of Environmental Contamination and Toxicology*. doi: 10.1007/s00128-016-2000-7.

Number of Dissertations or These Supervised in the Past 5 Years 10

JOHN M. TRAPANI III, BUSINESS

B.A., University of Texas-Arlington, Economics, 1968

M.A., University of Texas-Arlington, Economics, 1969

Ph.D., Tulane University, Economics, 1972

Academic Experience Professor, Tulane University, 1994-

Professor, University of Texas-Arlington, 1981-1989

Assistant/Associate Professor, Tulane University, 1974-1981

Assistant Professor, University of Texas-Arlington, 1972-1974

Related Experience Project Director, Inter-American Development Bank, Burkenroad Reports for Latin America "Investment research in Mexico, Colombia, and Venezuela."

Associate Dean for Executive and International Programs, Tulane University, 1989-1990, 2010-

Vice Dean, School of Business, Tulane University, 2001-2007

Director, Goldring Institute of International Business, School of Business, Tulane University, 1992-

Distinctions John M. Trapani III Professorship established in the Freeman School of Business, 2013

Martin F. Schmidt Chair in Business and Economics, A.B. Freeman School of Business, Tulane University, 2001-

Morton A. Aldrich Professor of Business and Economics, Tulane University, 1994-2001

Language & Proficiency Spanish 1

Research & Teaching Specializations Industrial Organization; Economics of Regulation; Applied Econometrics

Selected Publications

1994. "A Hedonic Approach to Assessing the Welfare Effects of U.S. Airline Deregulation." With Martin Gaynor. *Applied Economics*.

1987. "Earnings Differentials and Market Structure." With Joyce Shackett. *Journal of Human Resources*. 22 (4).

1987. "An Analysis of Pricing and Production Efficiency of Public and Private Utilities in the U.S." With Paul Hayashi. In *Regulating Utilities in an Era of Deregulation*. Michael Crew, editor. London: The Macmillan Press.

1986. "Eminent Domain: A New Industrial Policy Tool, Comment." *Journal of Institutional and Theoretical Economics*. 142 (1).

1985. "Pricing Efficiency Under Rate of Return Regulation: Some Empirical Evidence for the Electric Utility Industry." With Paul Hayashi and Melanie Sevier. *Southern Economic Journal*. 51.

Latin American-Related Courses Taught in Last 2 years Global Leadership I; MBA required course

BEVERLY TRASK, THEATRE DANCE

B.S., University of Southern Mississippi, 1970

M.F.A., Southern Mississippi, 1977

Academic Experience

Associate Professor, Tulane University, 1996-

Assistant Professor, Tulane University, 1989-1996

Instructor, Tulane University, 1979-1981

Related Experience Choreographer, 16 x 16 Newcomb Dance Company, 2009

Actress, "Cabaret" "Oklahoma" and "History Boys", New Orleans 2008

Director, "Women in Motion", Femme Fest, New Orleans, 2006

Co-coordinator, "Katrina Warriors", Tulane University, 2006

Fine Arts Survey Writing Team Member, Superintendent's Task Force on Arts, Louisiana Department of Education, 1990-1991

Distinctions Gambit Award, Best Choreography, New Orleans, 2009

Gambit Nomination, Best Supporting Actress in a Musical, New Orleans, 2009

Gambit Nomination, Best Supporting Actress in a Drama, New Orleans, 2009

Outstanding Teaching Award, Tulane University, 1999

Outstanding Newcomb Fellow, Tulane University, 1998

Language & Proficiency Spanish 1

Research & Teaching Specializations Afro-Caribbean Dance and Performance; Jazz and Tap, Modern Dancing

Latin American-Related Courses Taught in Last 2 years Social Dancing in the US

CONSTANTINO URCUYO, CIAPA

Lic., University of Costa Rica, Law and Notary, 1972

Ph.D., University of Paris V Sorbonne, Political Sociology, 1978

Academic Experience Professor, Centro de Investigación y Adiestramiento Político Administrativo (CIAPA), Costa Rica, 1976-

Professor, University of Costa Rica, 1978-1990

Related Experience Member of the Board, Institute of Political Studies, INDEP, 1990-

Political Advisor, Social Christian Unity Party, 1986

Charter Member, Lizano and Urcuyo Law Firm, 1981-

Director, School of Political Science, University of Costa Rica, 1978-1984

Distinctions Vice-President, Costa Rican Association for Development Organizations (ACORDE), 1986-1989

Vice-President, Association of Civic Formation, Costa Rica, 1986

President, Costa Rican Association of Political Science, 1984

Language & Proficiency Spanish 5; French 5; Italian 2; Portuguese 2

Overseas Experience Costa Rica

Research & Teaching Specializations Central America; Political Science; Democratic Culture

Selected Publications

1990. *The Relationship between Civilians and the Military in Latin America*. Costa Rica: Militarization or Adaptation to New Circumstances? Washington, D.C.: Lexington Books.

1989. *Elecciones Generales, Bolivia*. San Jose: CAPEL.

1987. *El Papel de las Elecciones en los Procesos de Transición a la Democracia*. San Jose: CAPEL.

1986. *Alexis de Tocqueville y la Democracia en America*. San Jose: Autonomous University of Central America.

1986. *Los Derechos Humanos como Objeto de Reflexión de la Ciencia Política*. San Jose: Interamerican Institute of Human Rights.

SUNSHINE A. VAN BAEL, ECOLOGY & EVOLUTIONARY BIOLOGY

B.A., University of Chicago, 1996

Ph.D., University of Illinois at Urbana-Champaign, Animal Biology, Ecology and Evolutionary Biology, 2003

Academic Experience Assistant Professor, Tulane University, 2012-

Associate Scientist, Smithsonian Tropical Research Institute, 2009

Related Experience The Burk-Kleinpeter Inc. Professor in Science and Engineering, Tulane University, 2016

Research Associate, Smithsonian Tropical Research Institute, 2015

Professor, Field Courses, Smithsonian Tropical Research Institute, 2004-2012

Distinctions National Science Foundation, "Research Experience for Undergraduates Supplement" S. Van Bael, 2012

Language & Proficiency Spanish 3

Overseas Experience Australia; Thailand; Papua New Guinea; Brazil; Peru; Costa Rica; South Africa

Research & Teaching Specializations Community Ecology; Vertebrate Ecology; Microbial Ecology; Plant-Animal-Fungal Interactions; Multi-Trophic Interactions; Tropical Agriculture; Biodiversity

Selected Publications

2017. Fungal diversity in galls of baldcypress trees. With Washburn, G. *Fungal Ecology* 29: 85-89.

2016. Selective elimination of microfungi in leaf-cutting ant gardens. With Mighell, K. *Fungal Ecology* 24:15-20.

2016. Red coloration in young tropical leaves associated with reduced fungal pathogen damage. With Tellez, P. H. *Biotropica*, 48(2):150-153.

2015. An endophyte-rich diet increases ant predation on a specialist herbivorous insect. With Hammer, T. J. *Ecological Entomology*, 40: 316-321.

2013. Bird communities in forested and human modified landscapes of Central Panama: a baseline survey for a native species reforestation treatment. With R. Zambrano and J. E. Hall. *International Journal of Biodiversity Science, Ecosystem Services & Management*.

Latin America-Related Courses Taught in Last 2 years Tropical Ecology

Number of Dissertations or Theses Supervised in Past 5 years 2

JOHN VERANO, ANTHROPOLOGY

B.A., Stanford University, Anthropology, 1977

M.A., University of California-Los Angeles, Anthropology, 1980

Ph.D., University of California-Los Angeles, Anthropology, 1987

Academic Experience Professor, Tulane University, 2009-

Associate Professor, Tulane University, 2000-2008

Assistant Professor, Tulane University, 1994-2000

Related Experience Chair, Senior Fellows Committee (advisory board), Pre-Colombian Studies, Dumbarton Oaks Library and Collections, Washington D.C., 2017-2019

Senior Fellows Committee (advisory board), Pre-Colombian Studies, Dumbarton Oaks Library and Collections, Washington D.C., 2014-2017

Research Associate, Department of Anthropology, San Diego Museum of Man, 2009-

Distinctions Carol Lavin Bernick Faculty Grant Program for fieldwork in Peru, Summer 2017

COR Faculty International Travel Grant / Bernick Faculty Fund of Tulane: travel to 9th World Congress on Mummy Studies, Lima Peru., August 2016

Language & Proficiency Spanish 5; Italian 3

Overseas Experience Peru; Chile; Mexico

Research & Teaching Specializations Peru; Physical Anthropology; Bioarchaeology; Paleopathology; Forensic Anthropology

Selected Publications

2017. "Exostosis en el conducto auditivo externo y las importantes contribuciones de Duccio Bonavia a su studio." *Revista Histórica (Instituto Histórica del Perú), Homenaje especial a Duccio Bonavia Berber*. Editor, Elmo Leon Canales. Vol XLVII

2017. "Chapter 8. Bioarchaeology of the Huaca Prieta Remains," and "Appendix 10: Human Skeletal Remains from Various Excavations." With Anne Titelbaum. *Where the Land Meets the Sea: Fourteen Millennia of Human Prehistory on the North Coast of Peru*. Editor, Tom Dillehay. University of Texas Press.

2017. "La bioarqueología de la Guerra." *Arqueología Mexicana*. 24(143): 36-42.

2016. Differential Diagnosis: Trepanation. *International Journal of Paleopathology*. 14:1-9.

2016. *Holes in the Head, The Art and Archaeology of Trepanation in Ancient Peru*. Washington, D.C.: Dumbarton Oaks Research Library and Collections Studies in Pre-Columbian Art and Archaeology Number 38.

Latin American-Related Courses Taught in Last 2 years Forensic Anthropology; Principles of Forensic Anthropology; Human Paleopathology; Bones, Bodies and Disease; Bioarchaeology of Mummies

Number of Dissertations or Theses Supervised in the Past 5 Years 8

DAWN WESSON, TROPICAL MEDICINE

B.A., North Central College, Biology and Spanish, 1983

M.S., University of Chicago, Illinois, Ecology, 1985

Ph.D., University of Notre Dame, Medical Entomology, 1991

Academic Experience Associate Professor, Tulane School of Public Health and Tropical Medicine, 1999-

Assistant Professor, Tulane School of Public Health and Tropical Medicine, 1993-1999

Related Experience Member, Core Working Group for Human Subjects Protection in Vector Research, NIAID, 2009-2014-

Distinctions Vice President and President, Louisiana Mosquito Control Association, 2000-2002

Language & Proficiency Spanish

Overseas Experience Peru; Mexico; Honduras; Thailand; Argentina

Research & Teaching Specializations Tropical Medicine; Arthropod-borne tropical pathogens; Novel vector control methods

Selected Publications

2016. With Buekens P, Alger J, Althabe F, Bergel E, Berrueta AM, Bustillo C, Cafferata ML, Harville E, Rosales K. Zika virus infection in pregnant women in Honduras (ZIPH Study): study protocol. *Reproductive Health*. 13(82).

2016. With Paz-Soldan VA, Yukich J, Soonthornthada A, Giron M, Apperson CS, Ponnusamy L, Schal C, Morrison AC, Keating J. Product design of novel lethal ovitrap for Aedes mosquitoes in Peru and Thailand: participatory process between industry, academia and community to reduce vector populations. *Parasites and Vectors*.

2015. With Londono-Renteria B, Drame PM, Weitzel T, Rosas R, Gripping C, Cardenas JC, Alvares M, Poinsignon A, Remoue F, Colpitts TM. An. gambiae gSG6-P1 evaluation as a proxy for human-vector contact in the Americas: a pilot study. *Parasites and Vectors*.

2015. With Londono-Renteria B, Cardenas JC, Giovanni JE, Cardenas L, Villamizar P, Rolon J, Chisenhall DM, Christofferson RC, Carvajal DJ, Pérez OG, Mores CN. Aedes aegypti anti-salivary gland antibody concentration and dengue virus exposure history in healthy individuals living in an endemic area in Colombia. *Biomédica*. 35(4).

2015. With Guagliardo SA, Morrison A, Barboza JL, Ponnusamy L, Astete H, Vazquez-Prokopec G, Kitron U. Evidence for Aedes aegypti oviposition on boats in the Peruvian Amazon. *J Med Entomol*.

Latin American-Related Courses Taught in Last 2 Years Medical Entomology; Medical Entomology (SPHTM); Arthropods and Public Health (BSPH)

Number of Dissertations or Theses Supervised in the Past 5 Years 8

EDWARD WHITE, ENGLISH

B.A., George Washington University, French Literature, 1987

M.A., University of Vermont, English, 1990

M.A., Cornell University, English, 1993

Ph.D., Cornell University, English, 1998

Academic Experience Associate Professor, Tulane University, 2013-

Associate Professor, University of Florida, 2005-2013

Assistant Professor, Louisiana State University, 1998-1999 & 2000-2005

Related Experience Editorial Board Member, *American Literature*, 2011-2013

Distinctions Humanities Scholarship Enhancement Fund, for "H.H. Breckenridge's Journalistic Career," research in Pittsburgh, summer 2010

Foerster Prize, Best Essay in *American Literature*, 2003

Learning Community Incentive Grant, Louisiana State University, 2002-2003

Regents Research Grant Aware, Louisiana State University, 2001

Manship Summer Fellowship, Louisiana State University, 1999

Research & Teaching Specializations Early American Literature; Antebellum Abolitionist Writing; Haiti

Selected Publications

2010. "The Constitution of Toussaint: Another Origin of African American Literature." With Michael Drexler. In *A Companion to African American Literature*. Gene Jarret, ed. New York: Wiley-Blackwell.

2010. "Divided We Stand: Emergent Conservatism in Royall Tyler's *The Algerine Captive*." *Studies in American Fiction* 37(1): 5-27.

2007. "History as Literature." In *The Oxford Handbook of Early American Literature*. Kevin J. Hayes, ed. New York: Oxford University Press.

2005. *Backcountry and the City: Colonization and Conflict in Early America*. Minneapolis: University of Minnesota Press.

TOBY WIKSTRÖM, FRENCH & ITALIAN

B.A., Carleton College, French Literature, 1996

M.A., University of Wisconsin-Madison, 2002

M.Phil., Columbia University, French, 2006

Ph.D., Columbia University, French Literature, 2010

Academic Experience Assistant Professor, Tulane University, 2012-

Visiting Assistant Professor, Tulane University, 2010-2012

Related Experience French instructor for staff and parents, Public School 125, 2007-2008

Distinctions Carol Lavin Bernick Faculty Grant, 2016 & 2017

Lurcy Foundation Grant, archival research in France for first book project, July-August 2015

Board of Regents Support Fund Awards to Louisiana Artists and Scholars (ATLAS), May 2015

Committee on Research Summer Research Fellowship, 2013

Newcomb College Institute Fellow, 2012-

Committee on Research International Travel Grant, Tulane University, 2012

Language & Proficiency French 5; Swedish 5; Icelandic 5

Research & Teaching Specializations French 16th-18th Century Literature; French Theater; Performance Theory; Literature and Law; Early Modern Cross-Cultural Encounters; Atlantic Slave Trade; Francophone Diaspora; Mediterranean Studies; Post-Colonial Theory

Selected Publications

Forthcoming. "Was There a Pan-European Orientalism? Comparing the Representation of the Muslim 'Orient' in Captivity Narratives from Iceland and the Spanish Netherlands (1628-1656)." In *Dialectics of Orientalism in Early Modern Europe*. Marcus Keller and Javier Irigoyen, eds. New York: Palgrave Macmillan.

2012. "The Ambivalence of European Conquest: Jacques Du Hamel's *Acoubar ou la loyauté trahie* (1603)", *Découvrir de nouveaux mondes et les définir juridiquement (du Moyen Âge aux débuts de l'Âge moderne)*, ed. Nicolas Lombart, Brepols.

2007. Translation (with Natacha Israël), "Le droit dans et comme littérature: la signification autogénérée dans le roman de procédure." By Richard Wisberg. *Raisons politiques* 27: 37-49.

Latin American-Related Courses Taught in Last 2 Years Early Modern Globalization; French Media and Oral Performance; Sixteenth-Century Studies: Utopias and Dystopias of the French Renaissance

Number of Dissertations or Theses Supervised in Past 5 Years 3

LAURA WISE PERSON, STONE CENTER FOR LATIN AMERICAN STUDIES

B.A., University of Georgia, Linguistics and Romance Languages, 2009

M.A., University of Georgia, Spanish Linguistics, 2011

Related Experience Secretary, Executive Board, Association of Academic Programs in Latin America and the Caribbean, 2016-

Program Manager, Cuban and Caribbean Studies Institute and Stone Center for Latin American Studies, 2012-

Coordinator at Latin American and Caribbean Studies Institute, University of Georgia, 2010-2011

Mireme Portfolio Project Team Member, Institute on Human Development & Disability, University of Georgia, 2010-2011

Language & Proficiency Spanish 4; Portuguese 3

Overseas Experience Brazil

Key Responsibilities

- Manages the planning, logistical, financial, risk management, and promotional aspects of the Summer Abroad in Latin America programs
- Manages educational travel, special academic activities, conferences, symposia and other special event programming

EDITH A.G. WOLFE, STONE CENTER FOR LATIN AMERICAN STUDIES

B.A., University of California, Davis, Art History, 1986

B.S., University of California, Environmental Design, 1986

M.A., University of California, Los Angeles, Latin American Studies, 1993

Ph.D., The University of Texas at Austin, Art History, 2005

Academic Experience Administrative Assistant Professor, Tulane University, 2005-

Related Experience Assistant Director of Undergraduate Affairs, Stone Center for Latin American Studies, Tulane University, 2005-

Distinctions Newcomb Fellows Research Grant, Newcomb College Institute, Tulane University, 2011

Language & Proficiency Portuguese 5; Spanish 5; French 2; German 2;

Overseas Experience Brazil ; Mexico ; Guatemala ; Nicaragua

Research & Teaching Specializations Alternative modernisms; avant-garde and underdevelopment; primitivism; globalization; national, transnational and diasporic cultures/identities; colonialism, postcolonialism, cosmopolitanism and subaltern studies; cultural politics and exhibition practices

Selected Publications

Forthcoming. "Lasar Segall's Mangué Portfolio," in *Among Others: Blackness at MoMA*. Edited by Darby English, New York: Museum of Modern Art.

2017. "Becoming Imperceptible: Adam Pendleton at the New Orleans Contemporary Art Center, 2016" in *CAAReviews*.

2015. "'Exiled from the World': German Expressionism, Brazilian Modernism and the Interstitial Primitivism of Lasar Segall" in *KulturConfusão: On Interculturality and German-Brazilian Encounters*. Edited by Anke Finger, Gabi Kathöfer, and Christopher Larkosh. Berlin/New York: De Gruyter Collection: 267-299.

2014. "Paris as Periphery: Vicente do Rêgo Monteiro and Brazil's Discrepant Cosmopolitanism." *The Art Bulletin* 96(1): 98 – 119.

2014. "Brazilian Art under Dictatorship: Antonio Manuel, Artur Barrio, and Cildo Meireles. By Claudia Calirman." *Estudios Interdisciplinarios de América Latina y el Caribe* 25(1): 123-125

Latin American-Related Courses Taught in Last 2 years Introduction to Latin American Studies I & II; Capstone Seminar Seniors in Latin American Studies; Model Organization of American States; Cosmopolitanisms in Latin American Art & Culture; Pedagogy and Professionalization Seminar in Latin American Studies; Women, Community & Art in Latin America

Number of Dissertations or Theses Supervised in the Past 5 Years 4

JUSTIN WOLFE, HISTORY

B.A., Oberlin College, Economics and Latin American Studies, 1990

M.A., University of California-Los Angeles, History, 1993

Ph.D., University of California-Los Angeles, History, 1999

Academic Experience Associate Professor, Tulane University, 2007-

Assistant Professor, Tulane University, 2000-2007

Related Experience Editor, *Mesoamérica*, a peer-reviewed multidisciplinary journal of Central American studies, 2013-2018

Director of Graduate Studies, Department of History, Tulane University, 2011-2014

Distinctions Lavin-Bernick Faculty Development Grant, Tulane University, 2016

Monroe Fellowship, New Orleans Center for the Gulf South, Tulane University, 2014

National Endowment for the Humanities (NEH) Summer Stipend, 2013

Mayers Fellowship, Huntington Library, 2013

Language & Proficiency Spanish 5; Portuguese 2; French 2

Overseas Experience Nicaragua; Costa Rica; Guatemala; Spain; Brazil

Research & Teaching Specializations Post-colonial social and cultural history; nation-state formation; race and ethnicity; African diaspora; Central America

Selected Publications

Forthcoming. "On Equal Grounds: Race and Empire in the Age of Manifest Destiny"

Forthcoming. "'The Nobles are Finished': Gender, Race, and Citizenship in Postcolonial Nicaragua through the Eyes of Aristocratic Women, 1807-1847"

2010. *Between Race and Place: Blacks and Blackness in Central America*. Editor with Lowell Gudmundson. Durham: Duke University Press.

2010. "'The Cruel Whip': Race, Politics and Manifest Destinies in Nineteenth-Century Nicaragua." In *Between Race and Place: Blacks and Blackness in Central America*. Edited with L. Gudmundson. Durham: Duke UP.

2010. "Soldiers and Statesmen: Race, Nation and the Paradoxes of Afro-Nicaraguan Military Service, 1844-1869." In *War, Protest and Identity: Military Struggle and the Formation of Race, Community and Nation in Latin America 1850-1950*. Nicola Foote and René H. Horst, eds. Gainesville: University Press of Florida.

Latin American-Related Courses Taught in Last 2 years Intro to LA Hist; Modern Ctr'l Amc; History of Central Amc; U.S.-LA Relations; Narrating Race and Nation in LA; Peasants, Rebellion and the State in LA; Race and Ethnicity in Central America ; Historiography of Modern Latin America

Number of Dissertations or Theses Supervised in Past 5 Years 13

DENISE WOLTERING VARGAS, STONE CENTER FOR LATIN AMERICAN STUDIES

B.A., Reed College, Spanish, 2000

M.A., American University, International Communication, 2005

M.B.A., Tulane University, Global Management, 2015

Related Experience Senior Program Manager for Educational & Community Programs, Stone Center, 2006-

Coordinator of International Communication, American University, 2003-2005

Language & Proficiency Spanish 4

Overseas Experience Spain; Mexico; Ecuador; Costa Rica; Peru; Brazil; Uruguay; Cuba; Guatemala

Selected Presentations

2012. "Using Children's Literature to Explore Latin American/Latino Cultural Heritage." Washington, D.C.: Américas Award Teacher Workshop in collaboration with Teaching for Change.

2011. "Performing Carnival: Connecting Culture, History, and Language." Denver: American Council on the Teaching of Foreign Languages (ACTFL).

2009. "Going Bananas: A Look at Global Economy in Latin America." International Studies Schools Association, Tampa, FL.

2009. "Sequins and Beads: Reviving Latin America in the Social Studies Classroom." Presented at Louisiana Council for the Social Studies, Baton Rouge, LA.

Key Responsibilities

- Organizes & coordinates community outreach events sponsored by the Stone Center on campus and in metro-New Orleans area

- Acts as principal liaison with K-12 educational community locally and nationally.

- Manages the development, implementation and analysis of periodic surveys and other evaluation tools

- Curates and maintains the Latin American Resource Center lending library collection and supervises its operations and staffing.

- Organizes and executes academic year and summer professional development programs for K-16 educators including planning, advertising, recruitment of participants, coordination with all departments on campus.

MARC ZENDER, ANTHROPOLOGY

B.A., University of British Columbia, Anthropology, 1997

M.A., University of Calgary, Archaeology, 1999

Ph.D., University of Calgary, Archaeology, 2004

Academic Experience Assistant Professor, Tulane University, 2011-

Lecturer, Harvard University, 2005-2011

Instructor, University of Calgary, 2002-2003

Teaching Fellow, University of Calgary, 1999-2003

Related Experience Associate Editor, *The PARI Journal*, 2009-2011

Archaeological Field Director, Harvard Field School, 2006-2008

Reviewer, *Ancient Mesoamerica*, *Ethnohistory*, *Latin American Antiquity*, *Maya Archaeology*, 2005-2011

Project Epigrapher, Proyecto Arqueológico de Comalcalco, Tabasco, México, 2003-2010

Distinctions Peabody Museum Research Grant, Peabody Museum, Harvard University, 2010-2011

Certificate of Distinction for Excellence in Teaching, Harvard University, 2007, 2008, 2009, 2010

Ralph Steinhauer Award of Distinction, Alberta Heritage Scholarship Fund, 2002

Language & Proficiency Spanish; German; Ch'olan; Yukatekan; Tzeltalan; Nahuatl

Overseas Experience Germany; Spain; Netherlands; Sweden; Poland; Denmark; Finland

Research & Teaching Specializations Mesoamerican Indigenous Languages and Writing Systems; Anthropological & Historical Linguistics; Comparative Writing Systems and Decipherment; Iconography & Visual Culture; Religion; Identity

Selected Publications

2013. "Reading in Context: The Interpretations of Personal Reference in Ancient Maya Hieroglyphic Texts." With D. Law, S. Houston, N. Carter, and D. Stuart. *Journal of Linguistic Anthropology* 23(2): E23-E47.

2011. *Reading Maya Art: A Hieroglyphic Guide to Ancient Maya Painting and Sculpture*. With Andrea Stone. London: Thames & Hudson.

2008. *One Hundred and Fifty Years of Nahuatl Decipherment*. *PARI Journal* 8(4): 24-37.

2006. *Space and Spatial Analysis in Archaeology*. With E. Robertson, J. Selbert and D. Fernandez. Second edition. University of New Mexico Press.

Latin American-Related Courses Taught in Last 2 Years Classic Maya Epigraphy, Archaeology & Art; Classical Nahuatl; Aztec Hieroglyphic Writing; Introduction to Maya Hieroglyphic Writing; Advanced Mayan Hieroglyphic Writing; Comparative Mayan Languages; Spoken Yucatec Maya; Spoken Nahuatl

Number of Dissertations or Theses Supervised in the Past 5 Years 7

KAREN ZUMHAGEN-YEKPLÉ, ENGLISH

B.A., Barnard College, Columbia University, Philosophy and Political Science, 1990

M.A., University of Virginia, Philosophy, 1998

Ph.D., University of California, Berkeley, Comparative Literature, 2008

Academic Experience Assistant Professor, Tulane University, 2013

Fellow in the Arts and Humanities, Harvard University, 2011-2013

Postdoctoral Fellow, Stanford University, 2009-2011

Related Experience Member, Philosophy and Literature Working Group, Harvard University, 2012-2013

Member, Philosophy and Literature Focal Group, Stanford University, 2010-2011

Panel Organizer, "Meditation on Schemes Difficult," MSA, 2010

Panel Organizer, "Precision and Soul in Modernism," MSA, 2006

Distinctions Awards to Louisiana Artists and Scholars (ATLAS), Louisiana Board of Regents, 2016-2017

Harvard College Fellowship, Faculty of Arts and Sciences, Harvard University, 2011-2013

Harvard University Certificate of Teaching Excellence, 2011-2012

Andrew W. Mellon Fellowship of Scholars in the Humanities, Stanford University, 2009-2011

Diller Prize for Research in Jewish Studies, UC Berkeley, 2007-2008

Mabelle McLeod Lewis Memorial Fellowship, 2005-2006

Language & Proficiency Spanish; French; German; Latin

Overseas Experience France; Germany; Norway; Argentina

Research & Teaching Specializations Modernism in European and World Literatures; faith and secularity; confession; the experimental novel; early film

Selected Publications

Forthcoming. "The Proper Stuff of Fiction: Objects and Woolf's Method, from the early stories to *Jacob's Room*" *Oxford Handbook of Virginia Woolf*. Edited by Anne Fernald, Oxford University Press.

2017. *Wittgenstein and Modernism*. Edited by Karen Zumhagen-Yekplé and Michael LeMahieu, University of Chicago Press.

2017. "Wittgenstein and the Contradictions of Philosophy as Poetry," with Michael LeMahieu, *Wittgenstein and Modernism*. Edited by Karen Zumhagen-Yekplé and Michael LeMahieu, University of Chicago Press.

2017. "The World as Bloom found it: 'Ithaca,' the *Tractatus* and the solution of difficult problems in imaginary or real life," *Wittgenstein and Modernism*, Karen Zumhagen-Yekplé and Michael LeMahieu, University of Chicago Press.

2015. "Our Toil Respite Only: Woolf, Diamond and the Difficulty of Reality," *MLN: Modern Language Notes*. December 2015, 130(5):1100-1129.

APPENDIX: POSITION DESCRIPTIONS

Faculty Lead Instructor, Summer Educator Institutes Abroad

The NRC will hire a Faculty Lead Instructor to director K-12 educator group abroad to Latin America in the summers of 2019 (Cuba) and 2021 (Guatemala). The instructor will (1) develop an itinerary for the institute, (2) assign pre-reading materials, (3) deliver content lectures and lead discussions during program, and (4) serve as an advisor post-program to participants each one develops a curricular resource upon return to the United States. Compensation: \$4,000/2 week course (equivalent to per course summer payment at Tulane). 100% of effort.

Faculty Coordinator, Tulane, Internationalization of the Curriculum with Xavier University

The Faculty Coordinator facilitates the collaborative activities with Xavier University of Louisiana, the NRC's MSI partner. Responsibilities include regular consultation with the Xavier Faculty Liaison; organization of joint meetings; facilitation of collaborative programs and events; coordination with the NRC staff on budgetary issues; and collaborate with the Xavier Faculty Liaison to produce the annual report on activities. The designated Faculty Coordinator for the next year is Laura Rosanne Adderley, see **Curriculum Vitae**, pg. 1.

Faculty Liaison, Xavier, Internationalization of the Curriculum with Xavier University

The Faculty Liaison facilitates the collaborative activities with Tulane University working in close consultation with the Faculty Coordinator at Tulane and the NRC staff. Responsibilities include regular consultation with the Tulane Faculty Coordinator; coordination of collaborative programs and events; serve as liaison with Xavier faculty and administration; administer and coordinate the recruitment of Xavier faculty to apply for NRC faculty development funds; and, produce an annual report on activities of the Tulane-Xavier collaboration in Tulane Faculty Coordinator. Compensation is a one-time payment equal to that of the summer salary.

Graduate Assistant for Evaluation, Stone Center for Latin American Studies

The NRC will hire a Graduate Assistant for Evaluation each academic year to assist the NRC staff to implement our comprehensive evaluation program. The Graduate Assistant will (1) administer assessment tools of participants at selected center events, (2) administer pre- and post-surveys at teacher workshops and conduct classroom observations and interviews, (3) assist Basic Language Program Director for Portuguese in implementing the longitudinal study of Portuguese proficiency, and (4) assist SCLAS staff in implementing evaluation program activities outlined by the NRC grant. Hourly rate: \$11/hour. Estimated hours: 20 hours/week, 14 weeks/semester, both fall and spring semesters. 100% effort NRC activities.

Graduate Assistant for Graduate Curriculum Evaluation, Assessment, and Outcomes

The NRC will hire a Graduate Assistant to work with the NRC's Director of Graduate Studies on a comprehensive curriculum review and assessment project. The primary responsibilities of the Graduate Assistant for Graduate Curriculum Evaluation, Assessment, and Outcomes are to assist the Director of Graduate Studies in (1) collecting, reviewing, and collating data on graduate student admission criteria as they correlate to subsequent academic performance and career placement; (2) coordinating the collection of core curriculum requirements and syllabi across NRCs for purposes of comparative study; (3) developing an assessment protocol of graduate

student academic preparation needs and program performance outcomes; (4) planning and facilitating the convening of NRC graduate directors to review collaboratively the efficacy of area studies graduate curricula; (5) and assisting in the disseminating of findings and graduate curricular materials to other NRCs. Hourly rate: \$11/hour. Estimated hours: 10 hours/week, 14 weeks/semester, both fall and spring semesters; and 20 hours/week, 14 weeks over summer. 100% effort NRC activities.

Graduate Research Assistant for Latin American Library Workshops on Special Collections

The NRC will hire a Graduate Research Assistant for the Latin American Library Workshops. The primary responsibilities of the Graduate Research Assistant are (1) to be the primary point of contact for the invited Guest Scholar during residency at Tulane, (2) to conduct research and assemble required materials for the workshop as directed by the Guest Scholar, (3) to coordinate all arrangements for and during the workshop at Tulane, and (4) to assist in maintaining communication with potential participants. Hourly rate: \$15/hour. Estimated hours: 30 hours total for semester of Guest Scholar residency. 100% effort NRC activities.

Graduate Assistant for Outreach, Stone Center for Latin American Studies

The NRC will hire a Graduate Assistant for Outreach to work with the Outreach Program Manager to support outreach services and programs for K-12, post-secondary, and community constituencies. The primary responsibilities of the Graduate Assistant for Outreach are to (1) maintain the lending library of the NRC, (2) respond to inquiries regarding online curricular and media resources, (3) maintain outreach calendar and website with outreach-related activities, (4) assist Program Manager in planning and implementation of new curricular projects, (5) assist in maintaining communication with educator participants. Hourly rate: \$11/hour. Estimated hours: 20 hours/week, 14 weeks/semester, both fall and spring semesters. 100% effort NRC activities.

Outreach Program Manager, Stone Center for Latin American Studies

Position occupied by Denise Woltering Vargas, see **Curriculum Vitae**, pg. 65

Senior Professor of Practice/Basic Language Director Portuguese

Position occupied by Megwen Loveless, see **Curriculum Vitae**, pg. 38

Staff Instructor, Kaqchikel Maya, Department of Anthropology

Visiting Staff Instructor assists the faculty of record in the teaching of academic year Kaqchikel Maya courses during scheduled class time in each of the fall semesters of the grant period. In addition to delivering content during class time, the Visiting Staff Instructor works with each enrolled student at least one hour each week for intensive language practice. Since the occupant of this position is from Guatemala, the NRC provides housing assistance from other funds. Compensation: \$15,000/semester. 100% of effort.

Visiting Scholars, New Course Development in Professional School

The Visiting Scholars will be in residence at Tulane University for 30 days during which the scholar will work with targeted faculty in Tulane's Law School, the Freeman School of Business, and Center for Inter-American Policy and Research to offer a seminar and design prospective courses around the themes of *Law, Politics, and Water*. Payment includes compensation for work performed on the project and the costs of living in New Orleans for one month.

APPENDIX: Course Lists and Enrollments AY16-17, AY17-18, AY18-19

NOTE: F=Fall, S=Spring, Su=Summer, All=All three semesters

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd

INTERNATIONAL & AREA STUDIES COURSES

School of Liberal Arts (SLA)

SLA-African DiaSora Studies

AFRS2000	Intro to Africana Studies	Dunn		1		3	S	18	0	F	19	1	S
AFRS3300	Blackness in Latin America	McCoy-Torres			1	3				S	10	0	F
AFRS4831	Transnational Black Culture	McCoy-Torres		1		3				F	5	1	F
AFRS4400	Afro-Brazilians	Dunn			1	3				S	7	2	
TOTALS			0	2	2			18	0		41	4	

SLA-Anthropology

ANTH1010	Intro to Biological Anth	Jack	1			3	S	31	0	F	28	0	S
ANTH1020	Cultural Anthropology	Balee, Hill	1			3	F, S	68	0	F, S	71	0	F, S
ANTH1040	Ancient Societies	Rodning	1			3				F	34	0	
ANTH2340	Introduction to Archaeology	Ibarra Asencios,	1			3	F, S	55	0	F, S	72	0	F, S
ANTH2350	Architecture and Power in the Ancient World	Horowitz	1			3				F	16	0	
ANTH2360	Ancient Trade & Commerce	Ibarra Asencios	1			3				S	14	0	
ANTH3060	South American Indians	Balee			1	3							S
ANTH3090	Selected Cultural Systems	Balee, McCoy-Torres, Nesbitt	1			3	S	3	0	F, S	16	0	F, S
ANTH3092	Race and Migration	McCoy-Torres		1		3							F
ANTH3092	Political Economy	Nesbitt		1		3				S	11	0	
ANTH3095	Indigenous Movements in Latin Am	Staff			1	3							F
ANTH3096	Contemporary Amazonian Culture & Society	Balee			1	3				S	4	0	
ANTH3098	Typology & Language Universals	Maxwell	1			3							F
ANTH3140	Primate Behav & Ecology	Jack	1			3				S	14	0	

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
ANTH3200	Magic Witchcraft and Religion	Rodgers		1		3				F	21	0	F
ANTH3260	Highland Mex Prehistory	Murakami			1	3	S	6	0				F
ANTH3280	Middle American Indians	Hill			1	3	S	10	0				S
ANTH3300	History of Writing	Zender	1			3				F	24	0	
ANTH3310	Intro to Hist Linguistics	Zender	1			3	S	26	0	S	22	0	S
ANTH3320	Archaeology of Gender	Rodning	1			3							F
ANTH3435	Disasters and Past Societies	Rodning	1			3				S	10	0	
ANTH3710	Hist Ecology of Amazonia	Balee			1	3	S	8	0				S
ANTH3730	Princ of Forensic Anthro	Verano	1			3	S	22	0	S	19	0	S
ANTH3735	Bioarcheology of Human Sacrifice	Verano		1		3				F	14	0	F
ANTH3745	Bioarchaeology of Mummies	Verano		1		3	S	20	0	S	19	0	S
ANTH3750	Bones, Bodies, and Diseases	Verano	1			3	F	26	0	F	23	0	F
ANTH3780	Language Death	Maxwell	1			3	F	17	0				F
ANTH4120	Conquest and Colonialism	Rodning	1			3				F	8	0	
ANTH4130	North Amer Pre-History	Rodning	1			3	F	8	0				F
ANTH4410	Olmec and Maya Civilization	Canuto			1	3				F	13	0	
ANTH6092	Political Economy	Nesbitt		1		3				S	1	6	
ANTH6093	Bioarchaeology of Human Sacrif	Verano	1			3	F	12	2				F
ANTH6093	From Foragers to Farmers	Horowitz	1			3				S	1	8	
ANTH6100	South Amer Archaeology	Nesbitt			1	3	F	6	11				F
ANTH6140	Primate Behavr & Ecology	Jack	1			3				S	2	2	
ANTH6220	Material Culture	Murakami		1		3				F	2	7	
ANTH6260	Highland Mex Prehistory	Murakami			1	3	S	1	7				F
ANTH6435	Disasters and Past Societies	Rodning	1			3				S	4	1	
ANTH6710	Hist Ecology Amazonia	Balee			1	3	S	0	3				S
ANTH6745	Bioarchaeology of Mummies	Verano	1			3	S	0	1	S	2	0	S
ANTH6860	K'iche' Maya Culture	Maxwell			1	3	Su	3	4	Su	0	5	Su
ANTH6870	Kaqchikel Maya Culture	Maxwell			1	3	Su	2	9	Su	0	10	Su
ANTH7090	Ancient Complex Societies	Nesbitt	1			3				F	0	10	
ANTH7090	Urban Pop Music: Race Class Sex	McCoy-Torres		1		3				S	0	1	
ANTH7092	Archaeological Illustration	Zender		1		3				F	0	2	

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
ANTH7094	Dig Epigraphy & Arch Illustrat	Zender		1		3	S	0	3	S	0	2	S
ANTH7095	Indigenous Movements in Latin America	Staff			1	3							F
ANTH7095	Archaeometry	Murakami	1			3				S	0	8	
ANTH7096	Contemporary Amazonian Culture & Society	Balee			1	3				S	0	1	
ANTH7099	Digital Epigraphy	Zender	1			3							F
ANTH7120	Conquest and Colonialism	Rodning	1			3				F	0	4	
ANTH7130	North American Prehistory	Rodning	1			3	F	0	4				F
ANTH7280	Middle American Indians	Hill			1	3	S	0	1				S
ANTH7300	History of Wrtiting	Zender	1			3				F	0	4	F
ANTH7310	Prehistory of Languages	Zender		1		3	S	0	5	S	0	3	S
ANTH7320	Archaeology of Gender	Rodning	1			3	F	0	9				F
ANTH7400	Language & Culture	Maxwell	1			3	S	0	9				
ANTH7410	Prehistory East Mesoamerica	Canuto			1	3				F	0	6	
ANTH7730	Forensic Anthropology	Verano	1			3	S	0	1	S	0	3	S
ANTH7735	Bioarcheology of Human Sacrifice	Verano	1			3				F	0	2	F
ANTH7750	Human Paleopathology	Verano	1			3				F	0	2	
TOTALS			34	11	16			324	69		465	87	

SLA-Art History

ARHS3700	Pre-Columbian Art	Boone			1	3				F	23	0	
ARHS3710	Colonial Art of Latin America	Boone			1	3				S	18	0	
ARHS3910	Art in 20th Century Latin Am	Anagnost			1	3	S	9	0				S
ARHS3910	History of Photography	Anagnost		1		3				F	17	0	
ARHS3910	Global Contem Art 1980-present	Anagnost		1		3				S	30	0	
ARHS3912	Art Envir/Cultur Chng Latin Am	Staff			1	3	S	10	0	S	16	0	S
ARHS6511	Jesuits and the Globe	Porras	1			3							F
ARHS6512	Global Surrealism	Anagost		1		3							F
ARHS6512	Early Modern Copies	Porras	1			3				F	8	3	
ARHS6515	Social Practice of Art	Anagnost		1		3				F	6	5	

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
ARHS6720	Seminar on Aztec Arts	Boone			1	3	F	6	7				
ARHS6730	Mexican Manuscript Paint	Boone			1	3				F	4	7	
ARHS6740	Images and Meaning	Boone		1		3				S	3	6	
ARHS6810	World Art Exhibit 19th-21st C.	Anagnost	1			3				S	6	8	
ARHS6814	The Orleans Collection	Porras	1			3				S	8	3	
ARHS6910	Latin American Cities	Reese			1	3							S
ARHS7920	Colonial Art in Latin America	Boone			1	3				S	0	8	
TOTALS			4	5	8			25	7		139	40	

SLA-Communication

COMM3140	Cross-Cultural Analysis	Humphreys	1			3				F, S	48	0	S
COMM3260	Media Analysis	Porto		1		3				F	39	0	
COMM3550	Third World Cinema	Ukadike	1			3				S	7	0	
COMM3821	Sex and the Cinema	Lopez		1		3				S	35	0	
CSCM3930	Media and Conflict	Boudreaux		1		3				Su	5	0	
COMM4300	Cultural Politics & Cinema	Ukadike	1			3				F	13	0	
COMM4301	Media & Democracy	Porto		1		3							F
COMM4553	Brazilian TV & Culture	Porto, M.			1	3	F	30	0	S	17	0	S
COMM4610	Cuban Cinema, Intellectuals, and the State	Humphreys			1	3							F
COMM4811	Comparative Black Cinema	Ukadike	1			3							F
COMM4821	Media and the Public Shere	Humphreys		1		3				S	19	0	
TOTALS			2	4	2			30	0		89	0	

SLA-Dance

DANC1920	Brazilian Dance	Barber-Pierre			1	2	F, S	47	0	F, S	38	0	F, S
DANC3420	US/Caribe Social Dance	Trask		1		2	S	16	0	S	16	0	S
DANC6910	US/Carib Social Vern Dance	Trask		1		2	S	0	1				
TOTALS			0	2	1			63	1		54	0	

SLA-Economics

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
ECON3590	Economic Development of Latin America	Edwards			1	3				F	28	0	
ECON4600	Inequality & Poverty in Latin America	Lustig			1	3				S	20	0	S
ECON4961	Economics of Poverty	Lustig	1			3				S	9	0	
ECON4980	Economics of Immigration	Nelson	1			3				F	7	0	
ECON6600	Inequality & Poverty in Latin America	Lustig			1	3				S	1	5	S
ECON6971	Economics of Poverty	Lustig	1			3				S	1	3	
ECON6980	Economics of Immigration	Nelson	1			3				F	0	4	
TOTALS			4	0	3			0	0		66	12	

SLA-English

ENLS2100	Literatures of Tourism	Naruse	1			3							F
ENLS3011	Intro Caribbean Lit & Culture	Arbino			1	3	F	2	0				
ENLS4010	U.S. Latino Literature	Arbino	1			3	S	23	0				
ENLS4430	Caribbean Literature	Arbino			1	3	S	25	0				S
TOTALS			2	0	2			50	0		0	0	

SLA-French

FREN3040	Caribbean Lang, Lit & Culture	Jean-Pierre			1	3	S	7	0	S	8	0	S
FREN4110	Fld Res on French in LA	Klingler	1			3				S	4	0	
FREN4810	Caribbean Thought & Literature	Jean-Pierre			1	3	F	4	0				
FREN6070	Survey French Linguistics	Klingler	1			3				F	2	5	
FREN6085	Pidgins and Creoles	Klingler	1			3							F
FREN6110	Fld Res on French in LA	Klingler	1			3				S	1	5	
FREN6810	Caribbean Thought & Literature	Jean-Pierre			1	3	F	1	6				F
TOTALS			0	0	1			7	0		8	0	

SLA-History

HISB4250	The Atlantic Slave Trade	Adderley	1			3				F	14	0	
HISE2410	Sain, 1369-1716	Boyden	1			3	F	14	0	F	8	0	F

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
HISE6330	Imperial Sain 1469-1659	Boyden	1			3	S	7	1				S
HISL1710	Intro Latin American History	Staff			1	3	F, S	28	0	F, S	15	0	F
HISL1720	Intro Caribbean History	Adderley			1	3				S	18	0	S
HISL2110	Colonial Latin America	Staff			1	3							F
HISL2820	Modern Brazil	Cruz			1	3	F	14	0	F	7	0	S
HISL2850	Central America Radicals	Wolfe			1	3				S	17	0	
HISL2910	Modern Latin America	Cruz, Wolfe, Staff			1	3	F	24	0	F, S	13	0	S
HISL2910	Latin American History in Cinema	Cruz			1	3				Su	10	0	
HISL2911	Histories of the Future	Wolfe			1	3	S	11	0				F
HISL2912	Modern Latin America II	Cruz			1	3	S	11	0				S
HISL2912	Colonial Latin America	Lane			1	3				F	10	3	
HISL2912	Latin Amer History in Cinema	Cruz			1	3				S	12	0	
HISL3910	Special Topics in Latin American Studies	Cruz, Wolfe			1	3	F	14	0				F
HISL3950	Evol of Nationalism-Hist-Cuba	Caballero			1	3	Su	12	0	Su	4	0	Su
HISL4840	Piracy in the Americas to 1750	Lane			1	3	F	16	0				
HISL6750	Africans in the Americas	Adderley			1	3							F
HISL6780	Caribbean History	Adderley			1	3	F	3	3				
HISL6910	Special Topics Latin American History	Cruz, Wolfe			1	3	S	6	3				F, S
HISL6910	Rebellion & Crime in Latin Am	Cruz			1	3	F	2	5	F	11	5	
HISL6910	Medicine, Sci & Tech in Lat Am	Cruz			1	3				S	3	4	
HISL7840	Historiography of Modern Latin America	Wolfe			1	3				F	0	9	
HISL7910	Seminar in Modern Brazil	Cruz, Lane			1	3	S	0	6				S
HISL7910	Colonial LA Historiography	Lane			1	3				S	0	11	
HIST1910	History of Eating and Drinking	Lipman	1			3				F	57	0	
HIST3910	Visual Hist & Film Making	Wolfe	1			3				S	15	0	S
HIST7001	Seminar in Historical Practice	Garcia	1			3				F	0	9	
HIST7900	The Atlantic Slave Trade	Adderley	1			3				F	0	2	
HIST7910	Visual Hist & Film Making	Wolfe	1			3				S	0	4	
HISU1800	Early New Orleans	Clark		1		3				F, S	74	0	

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
HISU2630	US Foreign Relations Pre WWII	Lipman	1			3				F	14	1	
HISU3910	Special Topics in US History	Adderley, Clark	1			3	S	14	0	F	11	0	S
HISU6540	African-American Culture	Adderley	1			3				S	2	7	
HISU6630	US Labor and Migration	Lipman	1			3							F
HISU7620	Atlantic World Historiography	Clark	1			3				F	0	11	
TOTALS			13	1	22			176	18		315	66	

SLA-International Development

IDEV1010	Intro To Development	Crawford, Sloan	1			3	F, S	156	0	F, S	118	0	
IDEV4300	Identity & Development	Staff	1			3	F, S	43	0				F
IDEV4320	Migrants Refugees & Development	Sloan	1			3	F	7	0	F	3	0	F
IDEV4561	Environment & Development	Gary	1			3				S	6	0	F
IDEV4900	Leadership & Mgmt Development	Sloan	1			3	S	4	0	S	3	0	S
IDEV4950	Threats, Hazards to Sustainable Development	Gary	1			3							F
IDEV4951	Environment & Development	Gary	1			3	F	9	0	F	11	0	F
IDEV4952	Development Francophone World	Sloan	1			3				F	4	0	
IDEV6610	Environment & Development	Gary	1			3				S	8	0	F
IDEV6901	Leadership & Mgmt Development	Sloan	1			3				S	4	1	
IDEV6910	Migrants Refugees & Development	Sloan	1			3				F	5	4	F
IDEV6911	Development Francophone World	Sloan	1			3				F	4	1	
TOTALS			12	0	0			219	0		166	6	

SLA-International Studies and Business (Altman)

ISIB1010	Introduction to Globalization	Love	1			3	Su	18	0	Su	19	0	Su
ISIB6010	Approaches to Global Dilemmas	Love	1			3				S	11	0	
TOTALS			2	0	0			18	0		30	0	

SLA-Latin American Studies

COLQ3050	Global Cultural Awareness	Gibson	1			1				Su	14	0	Su
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Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
LAST1010	Intro Latin America I	Dunn, Huck, Wolfe, Staff			1	3	F, Su	137	0	F	142	0	F
LAST1020	Intro Latin America II	Staff			1	3	S	91	0	S	102	0	S
LAST3130	Contemp Latin American Culture & Society	Caballero			1	3	Su	22	0	Su	17	0	Su
LAST3960	Primary Care in PH in Cuba	Caballero			1	3				Su	4	0	Su
LAST7950	Grad Pro Seminar in Cuba	Caballero			1	3	Su	0	3	Su	0	1	
LAST4000	Core Seminar	Huck, Wolfe			1	3	F	13	0	F	9	0	F
LAST4950	Special Offerings:Soc Just & Cvc Engagement	Huck			1	3	F	10	0	F	10	0	?
LAST4960	Special Offerings: Food, Migration & Culture	Staff			1	3	S	15	0				
LAST6200	Health & Inequality in Latin Amer	Castro			1	3				F	3	4	
LAST6910	Intercultural Program Design Abroad	Gibson			1	1.5				S	3	3	
LAST6910	Topics in Span-Amer Literature	Herrera-Gutierrez			1	3				S	0	1	
LAST6910	Brazilian TV and Culture	Porto			1	3				S	0	2	
LAST6950/51/53/60/61/62	Special Offerings	Viddal, Neumann, Gough			1	3	F, S	37	18	F, S	8	4	F, S
LAST7000	Core Seminar	Huck, Reese			1	3	F	0	12	F	0	5	F
LAST7950	Pedagogy & Professional Development	Wolfe			1	3	S	0	8	S	0	3	S
TOTALS			1	0	15			325	41		312	23	

SLA-Linguistics

LING4720/6720	Translation Studies Theory	George-Hirons		1		3				F	8	5	
TOTALS			0	1	0			0	0		8	5	

SLA-Music

TIDE1950	Salsa!	Olondo			1	1	F	17	0	F	18	0	F
APMS2173	Brazilian Instrumental Ensemble	Sharp			1	1				S	5	1	
MCGS2000	Into Music Cultures GS	Sakakeeny	1			3				F	26	0	

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
MUSC1900	Music in New Orleans	Sakakeeny	1			3				S	35	0	
MUSC2420	World Musics	Sharp	1			3				F	21	0	
MUSC3310	Music in Brazil	Sharp			1	3				S	17	0	S
MUSC3460	Music, Religion, Sirit	Sanchez Rojo		1		3				S	12	0	
MUSC4930	Music of Latin Amer Outlaws	Sanchez Rojo			1	3	S	3	0				S
MUSC6840	Music, Religion, Sirit	Sanchez Rojo		1		3				S	0	1	
MUSC6940	New Orleans Music	Sakakeeny	1			3				S	0	4	
MUSC6941	Music of Latin Amer Outlaws	Sanchez Rojo			1	3	S	0	4				S
MUSC7060	Musical Cultures - New Orleans	Sakakeeny	1			3				S	0	4	
TOTALS			5	2	4			3	4		116	10	

SLA-Political Science

POLC2300	Comparative Politics	Staff	1			3	F, S	61	0	F, S	202	0	F
POLC3010	World Politics & Cinema	Taras	1			3	F	22	0	F	27	0	F
POLC3011	Populism, Politics & Change	Silva		1		3				S	18	0	
POLC3350	Latin American Governments/Politics of LatAm	Silva, Oliveros			1	3	S	12	0	F, S	34	0	F, S
POLC3410	Politics & Nationalism	Taras	1			3	F	27	0	S	25	0	S
POLC4010	Democracy in Latin America	Oliveros			1	3				S	15	0	
POLC4310	Mexican Politics Govt	Love			1	3	S	23	0				F
POLC4390	Poverty & Development	Egan, Feoli		1		3	F	4	0	F, S	25	0	F
POLC4392	Controversies-Global Pub Hlth	Clark	1			3	F	19	0	S	20	0	F
POLC6410	Approaches Lat Am Politics	Silva			1	3	F	4	1				S
POLC6910	Authoritarianism	Dimitrov	1			3				S	14	0	
POLI2500	International Relations	Egan	1			3	F	14	0	S	12	0	S
POLI3010	Migration and Racism	Taras	1			3							F
POLI3040	Politics of Immigration	Love		1		3	S	25	0	S	24	1	S
POLI3410	Globalization and Politics	Love		1		3	F	28	0				
POLI4600	Latin American International Relations	Love			1	3				F	10	0	
POLI4620	Global Envirnmnt Polites	Feoli		1		3	S	2	0	S	7	0	S
POLS7210	Political Development I	Silva	1			3	F	0	10				S

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
POLC7315	Advanced Issues in Political Development	Silva			1	3				F	0	8	
POLS7910	Critical Debates in Comp. Poli	Silva	1			3	F	0	8				S
POLS7910	Anti Politics World Migration	Taras	1			3				S	0	4	
TOTALS			10	5	6			241	19		433	13	

SLA-Portuguese

PORT3130	Intro to Brazilian Culture	Atencio			1	3	F	4	0				F
PORT4120	Social Problems Brazilian Literature & Culture	Dunn			1	3				F	6	0	
PORT4130	Topics in Braz Lit & Culture	Atencio, Avelar, Dunn			1	3	S	6	0	S	9	1	F
PORT6290	Brazilian Cultural Studies	Atencio, Avelar			1	3							F
PORT6130	Current Social Issues in Brazil	Atencio, Dunn			1	3	Su	13	11	Su	19	10	Su
PORT6230	Brazilian Lit & The City	Atencio			1	3	S	0	3				S
PORT6440	Brazilian Popular Music	Dunn			1	3				S	2	6	
PORT6920	Social Problems Brazilian Literature & Culture	Atencio, Dunn			1	3	F	4	5	F	3	4	S
TOTALS			0	0	8			27	19		39	21	

SLA-Sociology

SOCI2600	Environmental Sociology	Leguizamon	1			3	S	30	0	S	30	0	S
SOCI2650	Latin Amer & the Environment	Leguizamon			1	3	F	15	0				
SOCI3220	Social Theory	Smilde		1		3	F, S	85	0	F, S	57	0	F, S
SOCI6012	Latin American Social Mobilization	Smilde			1	3	F	5	8	F	12	6	F
SOCI6012	Comp Historical Soc of L Amer	Smilde			1	3				S	2	4	
SOCI6990	Sustainable Devel in Latin Ame	Leguizamon			1	3	S	15	3	S	16	1	S
TOTALS			1	1	4			150	11		117	11	

SLA-Spanish

SPAN3130	Intro to Latin Amer Culture	Various Faculty			1	3	All	104	0	All	85	0	All
SPAN3240	Intro to Spanish Culture	Monasterio Baldor		1		3	F, S	52	0	F, S	28	0	F, S

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
SPAN3270	Spanish & Latin American Lit & Cultures	Faculty, Staff		1		3	S	14	0	F, S	28	0	F, S
SPAN3280	Spanish & Latin American Lit & Film	Faculty, Staff		1		3	F, S	85	0	F, S	80	0	F, S
SPAN3350	Introductory Topics in Hispanic Cultures	Miller			1	3				S	7	0	
SPAN4060	Pre 20th Century Reading	Davis, Charles, S	1			3	F, S	69	0	S	37	0	F, S
SPAN4110	Modern Span Amer Lit	Avelar, Rivera Diaz			1	3	F	12	0	F, S	22	0	F, S
SPAN4120	Soc Prob in Span Amer Lit	Avelar, Shea			1	3	S	13	0				F
SPAN4130	Topics Span-Am Literatur	Various Faculty			1	3	Su	7	0	S, Su	12	0	S, Su
SPAN4170	Intro to Spanish Film	Pavlovic	1			3	F, S	36	0	S	16	0	S
SPAN4180	Contemp Latin Am Culture Anthr	Gomez, Miller			1	3	F, S	26	0				F
SPAN4180	Performing Latino Identity	Miller			1	3				F	13	0	
SPAN4210	Topics in Latin American Cinema	Gomez			1	3				F	8	0	
SPAN4510	Hispanic Cities	Faculty, Staff			1	3	F	27	0				F
SPAN4710	Environmental Literature	Shea			1	3				S	12	0	
SPAN4830	Topics in English Translation	Gomez			1	3				F	0	4	
SPAN6100	Literary Theory	Avelar		1		3	S	3	4				S
SPAN6200	Recent Spanish American Novel	Avelar			1	3	S	5	0	F	4	4	S
SPAN6530	Literature of the Andean Countries	Rivera Diaz			1	3				S	9	3	
SPAN6740	Women Writers Latin Amer	Shea			1	3				F	12	2	
SPAN6780	Latin American Cultural Studies	Miller			1	3							F
SPAN6790	Latin Am Film & Visual Culture	Gomez			1	3	F	9	4				F
SPAN6850	Senior Seminar	Gomez, Shea			1	3	S	18	0				S
SPAN6850	Borges	Avelar			1	4				S	7	0	
SPAN7920	Caribbean Imaginaries	Miller			1	3	F	0	6				
SPAN7920	PALIMPSESTS	Herrera-Gutierrez			1	3				F	0	8	
SPAN7960	Special Topics	Charles			1	3	F	0	2	F	0	4	F
TOTALS			2	4	21			480	16		380	25	

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
School of Liberal Arts TOTALS			92	38	115			2156	205		2778	323	

School of Science & Engineering (SSE)

SSE-Earth & Environmental Sciences

EENS1110	Physical Geology	Nelson	1			3				F	17	0	
EENS2120	Petrology	Nelson	1			4				S	5	0	
EENS3050	Natural Disasters	Nelson	1			3	F	25	0	S	20	0	
TOTALS			3	0	0			25	0		42	0	

SSE-Ecology & Evolutionary Biology

EBIO1010	Diversity of Life	Ribeiro	1			3	S	195	0	F, S	181	0	F, S
EBIO2020	Theory & Methods Eco & Evo Bio	Derryberry, Ribe	1			3				F	20	0	
EBIO2040	Conservation Biology	Sherry	1			3	S	39	0				S
EBIO2110	Tropical Biology	Ribeiro	1			3	S	24	0	S	17	0	S
EBIO2250	Vertebrate Biology	Ribeiro	1			3				F	19	0	
EBIO3040	General Ecology	Sherry	1			3	F	39	0	F	37	0	
EBIO3290	Behavioral Ecology	Karubian	1			3				F	15	0	F
EBIO3590	Plant Biol & Adaptation	Torres Martinez	1			3	F	6	0	F	9	0	F
EBIO3690	Experimental Animal Behavior	Karubian	1			4				S	11	0	
EBIO3780	Tropical Field Biology	Karubian		1		3				Su	13	0	
EBIO4110	Tropical Ecology	Van Bael		1		3				S	8	0	S
EBIO6110	Tropical Ecology	Van Bael		1		3				S	1	3	S
EBIO6290	Behavioral Ecology	Karubian	1			3				F	0	2	
EBIO6590	Plant Biol & Adaptation	Torres Martinez	1			3	F	0	4	F	0	3	F
EBIO6850	Cur Top/Ecol & Evol Biol	Van Bael		1		3				F	0	10	
TOTALS			11	4	0			303	4		331	18	

School of Science & Engineering TOTALS

14	4	0
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328	4
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373	18
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Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd

PROFESSIONAL SCHOOLS

School of Architecture

ARCH6771	Urban Planning in Latin America	Reese, C	1			3							F
AHST3010	Hist/Theory of Arch & Urb I	Reese, C	1			3	F	43	0	F	46	0	F
AHST3020	Hist/Theory of Arch & Urb II	Reese, C	1			3	S	40	0	S	45	0	S
AHST6610	Hist/Theory of Arch & Urb I	Reese, C	1			3	F	0	3	F	0	3	F
AHST6620	Hist/Theory of Arch & Urb II	Reese, C	1			3	S	0	1	S	0	1	S
TOTALS			5	0	0			83	4		91	4	

School of Business

MGMT6630	Latin Amer-Global Ldrshp III	Guzman			1	3	F	0	45	F	0	38	F
TOTALS			0	0	1			0	45		0	38	

School of Law

4LAW5680	Law, Sustainability & Dev'l'p	Crawford	1			2	F	0	8				
4LAW6390	Cuban Law & Us Cuba Relations	Cot			1	2				S	0	23	S
LGRC4740	Finan Abyss: Greece & Argentina	Wessman		1		1				Su	0	6	
MINI6760	Transatlantic Trade	Fedtke	1			1				F	0	31	F
TOTALS			2	1	1			0	8		0	60	

School of Public Health & Tropical Medicine

GCHB6030	Soc & Beh Aspects of Glo HI	Kendall	1			3	S	9	24	S	10	14	S
GCHB6310	Pblic Ntritrn in Hlth & Emrgci	Mock	1			2	Su	2	16	Su	0	11	Su
GCHB6860	Public Health in Cuba	Castro			1	3	Su	0	11	Su	0	16	Su
GCHB6780	Double Burden of Malnutrition	Chaparro Lanfran	1			2				S	2	15	
GCHB7070	Social Impct of HIV/AIDS	Andrinopoulos	1			3	F	0	13				F
GCHB7200	Devlpmnt Issues: Thry and Msrem	Murphy	1			3	F	0	20	F	0	16	F
GDEV6910	Develpng & Emerging Economies	Samarasinghe	1			3	S	0	5				S
GDEV6912	Law Sustainability & Develpmnt	Crawford	1			3	F	4	5				
SPHU4330	Resilience in Int'l Disasters	Mock	1			3				S	41	0	

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
TOTALS			8	0	1			15	94		53	72	

School of Social Work

SOWK7250	Immigrants & Refugees	Weishar		1		2				Su	0	6	
TOTALS			0	1	0			0	0		0	6	

PROFESSIONAL SCHOOLS TOTALS

15	2	3		98	151	144	180
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LANGUAGE COURSES

Anthropology/Linguistics

ANTH6700	Spoken Nahuatl	Zender, M.			1	3	S	7	6				S
ANTH6800	Spoken Yucatec Maya	Zender, M			1	3				S	11	1	
ANTH6840	Beginning Kaqchikel Language	Maxwell			1	3	F, Su	1	8	F, Su	1	4	F, Su
ANTH6845	Beginning K'iche' Language	Maxwell			1	3	Su	0	2	Su	0	2	Su
ANTH6850	Intermediate K'iche' Language	Maxwell			1	3	Su	1	0	Su	0	3	Su
ANTH6855	Advanced K'iche' Language	Maxwell			1	3	Su	2	2				Su
ANTH6090	Spoken Ch'orti' (Maya)	Zender			1	3				F	4	1	
ANTH7570	Intermed Kaqchikel Lang	Maxwell			1	3	Su	0	4	Su	0	5	Su
ANTH7580	Adv Kaqchikel Lang	Maxwell			1	3	Su	1	1	Su	0	3	Su
LING4910	Advanced Ch'orti' (Maya)	Zender			1	3				S	1	0	
TOTALS			0	0	10			12	23		17	19	

Haitian Creole

HACR1010 (1110)	Elementary Haitian Creole I	Jean-Pierre			1	4	F	4	3	S	5	0	F
HACR1020 (1120)	Elementary Haitian Creole II	Jean-Pierre			1	4	S	2	3				S
HACR2030 (1130)	Intermediate Haitian Creole	Jean-Pierre			1	4				F	3	2	F
LAST4910	Reading in Haitian Creole	Jean-Pierre			1	3				S	0	2	S
TOTALS			0	0	4			6	6		8	4	

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY16-17			AY17-18			AY18-19
			25%	50	100		Sem	U	G	Sem	U	G	Sem Offrd
Portuguese													
PORT1120	Intensive Portuguese	Dunn, Loveless			1	4	F, S	36	5	F, S	30	0	F, S
PORT2030	Intermediate Portuguese	Dunn, Loveless			1	4	All	36	11	All	30	8	All
PORT3040	Grammar & Writing - Portuguese	Dunn			1	3	Su	5	4	Su	13	6	Su
PORT3250	Composition and Conversation	Atencio			1	3	S	8	0	S	13	0	S
PORT3290	Professional Portuguese	Loveless			1	3	F	7	1				F
TOTALS			0	0	5			92	21		86	14	

Spanish

MED4022	Online Medical Spanish Level 1	Chakraborti			1	2	F, S	0	126	F, S	0	150	F, S
MED4023	Online Medical Spanish Level 2	Chakraborti			1	2	F, S	0	119	F, S	0	136	F, S
MED4024	Online Medical Spanish Level 3	Chakraborti			1	2	F, S	0	88	F, S	0	108	F, S
MED5570	Medical Spanish	Melerine			1	2				F	0	41	
SPAN1010	Introductory Spanish I	Staff			1	4	F, S	212	0	F, S	227	1	F, S
SPAN1020	Elements of Spanish II	Staff			1	4	All	157	0	All	194	0	All
SPAN1120	Intensive Intro to Spanish	Staff			1	4	F, S	286	2	F, S	286	0	F, S
SPAN2030	Elements of Spanish III	Staff			1	4	All	569	4	All	518	0	All
SPAN2040	Spanish Convo & Comp	Staff			1	3	F, S	366	2	F, S	385	2	F, S
SPAN3040	Spanish Grammar and Writing	Staff			1	3	F, S	180	0	F, S	189	0	F, S
SPAN3050	Spanish Gram & Writ Business	Staff			1	3	F, S	25	0	F, S	27	0	F, S
SPAN3060	Span Gram & Writ Medical Prof	Staff			1	3	F, S	26	0	F, S	31	0	F, S
SPAN4260	Span Phonetic/Phonology	Howard			1	3	F	17	0	F	15	0	F
SPAN4270	Iberoamer Dialectology	Howard		1		3	S	15	0				S
SPAN4350	Hispanic Bilingualism	Howard		1		3	S	4	0	S	11	0	S
SPAN4351	Advanced Spanish Grammar	Howard			1	3				S	16	0	
SPAN6010	Method Tchg Span & Port	Davila			1	3	F	8	6	F	8	1	F
TOTALS			0	2	15			1865	347		1907	439	

LANGUAGE COURSE TOTALS

0	2	34
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1975	397
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2018	476
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GRAND TOTALS

121	46	152
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4557	757
------	-----

5313	997
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XAVIER UNIVERSITY OF LOUISIANA
Provost and Senior Vice President for Academic Affairs

1 Drexel Drive • Box 94
New Orleans, Louisiana 70125-1098
(504) 520-7525 • FAX (504) 520-7912

June 15, 2018

Cheryl Gibbs, Senior Director
International and Foreign Language Education
Office of Postsecondary Education
US Department of Education

Dear Ms. Gibbs:

This letter is written to acknowledge Xavier University of Louisiana's support of the 2018 application of Tulane University for funding under Title VI: National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships programs. We have been fortunate at Xavier to enjoy a long and productive relationship with Tulane that has yielded countless opportunities for faculty and students to collaborate on both research and instructional projects. This particular grant proposal opportunity would build on this inter-institutional relationship by engaging faculty in work that will advance both institutions' goals of internationalizing curricular offerings specific to Latin American history, language and culture. New Orleans' connections to Latin America and the Caribbean make this partnership particularly appealing.

Tulane University's proposal, through the Stone Center for Latin American Studies, continues four years of a highly successful process of collaboration that we believe will be most successful in achieving our common goals to expand the number of courses and student experiences with Latin American content. It comes as a propitious moment in which Xavier will inaugurate a new Core Curriculum that will include required courses on "African American Heritage and Legacies" as well as others "Engaging Global Issues." The support faculty received in the last four-year period was critical for our new Center for the Study of the African Diaspora and other new programs. We believe that the workshops and the Xavier-Tulane Fellows initiative will move us toward reaching these goals.

We urge your support of this Tulane University application and stand ready at your convenience to answer any questions you might have regarding this proposed collaborative initiative with Xavier University of Louisiana.

Sincerely,

A handwritten signature in black ink, appearing to read "Anne McCall".

Anne McCall, Ph. D.
Provost and Senior Vice President for Academic Affairs

BILL CASSIDY
LOUISIANA

DC OFFICE:
SUITE SH-703
HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510
(202) 224-5824

BATON ROUGE OFFICE:
5555 HILTON AVENUE, SUITE 100
BATON ROUGE, LA 70808
(225) 929-7711

United States Senate

COMMITTEE
APPROPRIATIONS
HEALTH, EDUCATION, LABOR, AND PENSIONS
VETERANS' AFFAIRS
ENERGY AND NATURAL RESOURCES

June 15, 2018

Ms. Cheryl Gibbs
Senior Director
U.S. Department of Education, Office of Postsecondary Education, International and Foreign Language Education
400 Maryland Avenue, S.W.
Room 3E200
Washington, DC 20202-0001

Dear Ms. Gibbs:

It has recently come to my attention that the Stone Center for Latin American Studies at Tulane University is applying for funding from the National Resource Centers Programs and Foreign Language and Area Studies Fellowships Programs grant program. They are requesting \$549,000 over four years to fund its operations.

Since 1962, the U.S. Department of Education has awarded funding to Tulane University to operate a National Resource Center in Latin American Studies. Tulane University plans to use the grant to fund such activities as a graduate student for evaluation purposes; the promotion of Portuguese language proficiency among students; the design of admission criteria; two meetings of the "Central America Forum on Human Development"; special collection workshops for libraries; a new interdisciplinary initiative "Politics and Water: Comparative Perspectives from Latin America" to engage Tulane's professional schools; language assistants in Kaqchikel, Yucatec, and Ch'orti'; a series of meeting of the faculty to reassess graduate curricular goals and competencies for admission; a conference on "Economics and Area Studies"; public outreach; and the internationalization of the curriculum with Xavier University.

I am thankful for the Office of Postsecondary Education's consideration in securing funding for this worthwhile project. I ask that you please keep my office informed on the progress of this proposal as well as when a final decision has been made regarding this grant. Should you have any questions, please feel free to contact Michael Eby in my Baton Rouge Office at (225) 929-7711.

Sincerely,



Bill Cassidy, M.D.
United States Senator

BC/ME



10 PARISHES
Jefferson
Orleans
Plaquemines
St. Bernard
St. Charles
St. James
St. John the Baptist
St. Tammany
Tangipahoa
Washington

June 8, 2018

Cheryl Gibbs, Senior Director
International and Foreign Language Education
Office of Postsecondary Education
US Department of Education

Dear Ms. Gibbs,

I am delighted to offer my support for Tulane University's Roger Thayer Stone Center for Latin American Studies' proposal for the *Title VI* National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships programs.

From an economic development perspective, the activities of the Stone Center and the Center for Interamerican Policy and Research have had a major impact on the higher education community across Louisiana by attracting faculty, students, government officials, and other experts to the state who share with public officials and economic development agencies vital information about our neighbors and partners to the south. As well, as the City of New Orleans and the State of Louisiana move toward greater connectivity with Europe, Central America, and South America by way of newly announced direct air travel routes via British Airways, Condor Airlines, and Copa Airlines, we are poised to cultivate increased international business and economic development opportunities around the world.

It is imperative that the Stone Center for Latin American Studies continues to serve as a leader in higher education and workforce readiness in tandem with initiatives spearheaded by the business community. The work of Tom Reese, Ludovico Feoli, and the staff of the Stone Center are well known to the civic and educational leadership of the city and state thanks to the invaluable outreach programs that they provide to schools, cultural institutions, government organizations, foundations, and the general public.

New Orleans' and the state's ties to Latin America are both deep and alive—facts that the myriad contributions of the Stone Center's leaders, faculty, and students make us deeply aware on a continuing basis.

I hope you find the opportunity to continue the support for Tulane's program. Please do not hesitate to contact me if you have further questions.

Sincerely,

Michael Hecht
President and CEO

TULANE UNIVERSITY

Acronyms Guide

<i>Acronym</i>	<i>Definition</i>
AAPPL	ACTFL Assessment of Performance toward Proficiency in Languages
AATSP	American Association of Teachers of Spanish & Portuguese
AAUW	American Association of University Women
ACE	The American Council on Education
ACIEE	American Council on International and Intercultural Education
ACTFL	American Council on the Teaching of Foreign Languages
ADV	Advanced level of language instruction/ability
ARL	Association of Research Libraries
ASERL	Association of Southeast Regional Libraries
AY	Academic Year
BEG	Beginning level of language instruction/ability
BLP	Basic Language Program (Spanish, Portuguese or French), Tulane
CASLS	Center for Applied Second Language Studies, University of Oregon
CCSI	Cuban and Caribbean Studies Institute, Tulane
CELT	Center for Engaged Learning & Teaching, Tulane
CGE	Center for Global Education, Tulane
CGS	Center for the Gulf South, Tulane
CHELA	Collaboration for Health Equity in Latin America, Tulane
CIAPA	Centro de Investigación y Adiestramiento Político-Administrativo
CIEE	Council on International Educational Exchange
CIPR	Center for Inter-American Policy & Research, Tulane
CIRMA	Centro de Investigación Regional de Mesoamérica
CLASP	Consortium of Latin American Studies Programs
CNRC	Council of National Resource Center Directors
CPS	Center for Public Service
EC	Executive Committee, SCLAS, Tulane
EEB	Ecology & Environmental Biology
FAFSA	Free Application for Federal Student Aid
FIU	Florida International University
FLAS	Foreign Language and Area Studies
Freeman	AB Freeman School of Business, Tulane
FTE	Full-time equivalent
FY	Fiscal Year
HBCU	Historically Black Colleges and Universities
HLCC	The Hispanic Culture and Language Club, Tulane
IFSA-Butler	Institute for Study Abroad, Butler University
IHNCA	Instituto de Historia de Nicaragua y Centroamérica
ILASSA	Institute of Latin American Studies Student Association, UT-Austin

ILCLA/STLILLA	Symposium on Indigenous Languages and Cultures
INT	Intermediate level of language instruction/ability
LACEA	Latin American & Caribbean Economic Association
LAL	The Latin American Library, Tulane
LAMP	Latin American Materials Project
LARC	Latin American Resource Center, SCLAS, Tulane
LARRP	Latin American Research Resources Project
LASA	Latin American Studies Association
LASER	Latin American Southeast Regional Libraries
LCFTB	Louisiana Center for the Book
LCTL	Less Commonly Taught Language
LLC	Language Learning Center, Tulane
LRC	Title VI Language Resource Center
MARI	Middle American Research Institute
MEGA	Mobilization, Extractivism, and Government Action
MOMA	Museum of Modern Art, New York
MSI	Minority Serving Institution
NCLR	National Council of La Raza
NOCHI	New Orleans Culinary and Hospitality Institute
NOPL	New Orleans Public Library
NRC	Title VI National Resource Center
OCLC	Online Computer Library Center
OIE	Office of Institutional Equity, Tulane
OPI	Oral Proficiency Interview
OTS	Organization for Tropical Studies
POP	Professor of Practice (Lecturer), Tulane
SAIS	Johns Hopkins School of Advanced International Studies
SALALM	Seminar on the Acquisition of Latin American Library Materials
SCLAS	Stone Center for Latin American Studies, Tulane
SECOLAS	Southeastern Council of Latin American Studies
SIT	School for International Training
SLA	School of Liberal Arts, Tulane
SoFAB	Southern Food & Beverage Museum, New Orleans
SPHTM	School of Public Health & Tropical Medicine, Tulane
SSE	School of Science & Engineering, Tulane
SSRC	Social Science Research Council
STEM	Science, Technology, Engineering, and Mathematics
TA	Teaching Assistant
TIDES	Tulane Interdisciplinary Experience Seminar
TLS	Tulane Law School
TSA	Tulane School of Architecture
TPCP	Teacher Preparation and Certification Program, Tulane
UF	University of Florida

UNM	University of New Mexico
UNO	University of New Orleans
VAuLT	Virtual & Augmented Language Training

Project Goal A: Measure the progression of student proficiency in the Portuguese language program.

BL = Baseline, T = Target

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1: All students assessed for proficiency level at end of beginning and intermediate Portuguese language courses	1.1: Collect data points for every student enrolled in first Portuguese course.	1.1.a: Completion percentage of data collected.	Each semester	Student records, student survey, student in - person interview	0	90%	100%	100%	100%
	1.2: All beginning and intermediate level Portuguese students complete AAPL proficiency test as final exam	1.2.a: Completion percentage of students in beginning and intermediate Portuguese who take AAPL as final exam.	Each semester	AAPL test results	0	100%	100%	100%	100%
		1.2.b: Percentage of students rated Novice-High or higher after beginning level Portuguese	Each semester	AAPL test results	0	75%	80%	90%	95%
		1.2.c: Percentage of students rated Intermediate-Mid or higher after intermediate level Portuguese	Each semester	AAPL test results	0	75%	80%	90%	95%
2: All graduate students in Latin American Studies who elect to study Portuguese achieve Intermediate-Mid or higher by conclusion of degree program.	2.1: Entering graduate students in Latin American Studies studying Portuguese are assessed for proficiency level.	2.1.a: Percentage of students rated Novice or higher.	Upon enrollment in graduate program	AAPL test results, OPI interview by Basic Language Program Director	0	20%	20%	20%	20%
	2.2: Exiting graduate students in Latin American Studies who studied Portuguese are assessed for proficiency level	2.2.b: Percentage of students rated Intermediate-Mid or higher	Last semester of program (exit/graduation)	AAPL test results, OPI interview by Basic Language Program Director	0	100%	100%	100%	100%

Project Goal B: Expand the integration of the study of Latin America and the Caribbean into the curricular and extra-curricular offerings at MSI partner, Xavier University of New Orleans

BL = Baseline, T = Target

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1: Increase the number of Xavier faculty utilizing NRC faculty/course development funds for professional development	1.1: Conduct a faculty focus group/information session for interested faculty at Xavier University of New Orleans.	1.1.a: Focus Group/Information session held	1-2 per academic year	Institutional records of meetings, meeting report from Xavier faculty facilitator	0	2	2	1	1
	1.2: Recruit at least 2 new Xavier faculty per year to utilize NRC faculty/course development funds.	1.2.a: Number of new faculty attending focus group/information session who had not previously	1-2 per academic year	Institutional records of meetings, meeting report from Xavier faculty facilitator	0	2	3	4	5
		1.2.b: Number of new faculty at Xavier who submit proposals to use funds to develop the Latin American/Caribbean content of a course	Once per academic year	Response to call for proposals for NRC faculty/course development funds	0	2	3	4	4
		1.2.c: Number of new faculty at Xavier funded with NRC faculty/course development funds	Spring/Summer each academic year	Response of committee to proposals from Xavier faculty; NRC faculty development funds expended	0	2	2	2	2
2: Increase the number of courses at Xavier University with Latin American/Caribbean content.	2.1: Courses offered at Xavier (of NO) that have 25% or more Latin American or Caribbean content	2.1.a: # of courses that meet the “Engaging Global Issues” requirement of the revised curriculum of Xavier University (of NO) and have 25% or more Latin American or Caribbean content	Every semester	Course offerings, syllabi, institutional reports from Xavier faculty & administrators via email, personal interviews.	0	2	4	6	8

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
	2.2: Latin American/Caribbean activities sponsored by both Xavier and Tulane attended by students and faculty at both universities as part of courses offered at Xavier with Latin American/Caribbean content	2.2.a: Number of events held in conjunction with Xavier courses with Latin American/Caribbean content.	Annually	Institutional records, requests for support, calendar/event listings, attendee counts	2	2	2	2	2
		2.2.b: Number of attendees of events held in conjunction with Xavier courses with Latin American/Caribbean content	Annually	Institutional records, requests for support, calendar/event listings, attendee counts	50	50	50	50	50

Project Goal C: Improve availability of curriculum resources on Latin America to K-14 educators in the United States.

BL = Baseline, T = Target

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1: Increase curricular resources that utilize materials in the NRC's LARC Lending Library.	1.1: Contact and recruit at least 20 educators to use/test selected resources from the LARC Lending Library.	1.1.a: Number of educators contacted.	Annually	Emails, meeting notes, phone call notes.	0	10	15	20	0
		1.1.b: Number of educators confirming participation	Annually	Emails, administrative paperwork	0	3	7	10	0
	1.2.: Develop at least four curriculum proposals to integrate new content with collaborating educators.	1.2.a: Number of plans developed	Annually	Emails, meeting notes, complete plans submitted to NRC.	0	1	2	2	0
2: Increase number of curriculum units produced by NRC.	2.1: Recruit and hire at least two curriculum specialists to guide production of curriculum units.	2.1.a: Number of specialists contacted.	Annually	Emails, meeting notes, phone call notes.	0	5	6	6	0
		2.1.b: Number of specialists recruited as consultants.	Annually	Institutional records, administrative forms.	0	2	3	4	0
	2.2: Contact and recruit 10 educators to work with curriculum specialist.	2.2.a: Number of educators contacted.	Annually	Emails, meeting notes, phone call notes.	0	5	5	10	0
		2.2.b: Number of educators recruited.	Annually	Institutional records, administrative forms.	0	3	3	5	0

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
	2.3: Develop at least ten curriculum units with curriculum specialist and educators.	2.3.a: Number draft units developed.	Annually	Institutional records including emails.	0	3	5	5	0
		2.3.b: Number of final curriculum units posted online.	Annually	Administrative records, NRC website	0	2	2	2	4

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$248,024 Year 2: \$251,254 Year 3: \$236,234 Year 4: \$226,452

FLAS Request

Year 1: \$309,000 Year 2: \$309,000 Year 3: \$309,000 Year 4: \$309,000

Type of Applicant

- ☒ Single institution Tulane University
☐ Consortium of institutions
☐ Lead _____
☐ Partner 1 _____
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|---|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input checked="" type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Portuguese, Haitian Creole, Kaqchikel Maya, Yucatec Maya

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

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NRC Proposed Budget FY18-21
Stone Center for Latin American Studies, Tulane University

	Y1: 2018- 2019	Y2: 2019- 2020	Y3: 2020- 2021	Y4: 2021- 2022	Priorities & National Need
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1. SALARY

<i>Language Instruction</i>					
Senior Lecturer/Basic Language Director, Portuguese Language, 50% salary, 100% effort	28,182	29,027	29,898	30,795	
Senior Lecturer/Basic Language Director Portuguese, Portuguese Language FLAS testing, Summer	2,000	2,000	2,000	2,000	
Staff Instructor, Kaqchikel Maya, 100% salary, 100% effort, part time	15,000	15,000	15,000	15,000	
<i>Outreach Activities</i>					
Outreach Program Manager, 35% salary, 100% effort	18,766	19,235	19,716	20,209	Absolute Priority 2
Summer Educator Institutes Abroad, Faculty Instructor, summer salary, YR 1 Cuba, YR 3 Guatemala, 100% effort	4,000		2,500		Absolute Priority 2, Competitive Priority 2
<i>Competitive Priorities: Internationalization of the Curriculum with Xavier University</i>					Competitive Priority 1
Tulane Faculty Coordinator, summer salary, 100% effort	2,000	2,000	2,000	2,000	
Salary Subtotal	69,948	67,263	71,114	70,004	

2. FRINGE BENEFITS

<i>Impact and Evaluation</i>					
Evaluation/Assessment Graduate Assistant, 3.9% F/B	242	242	242	242	
<i>Library: Latin American Library Workshops on Special Collections, 8 day residencies, Years 1-3</i>					
Graduate Student Research Assistant, 3.9% F/B	18	18	18		
<i>Language Instruction</i>					
Senior Lecturer/Basic Language Director, Portuguese Language, 23.2% F/B	6,538	6,734	6,936	7,144	
Senior Lecturer/Basic Language Director, Portuguese Language FLAS testing, summer salary, 5.1% F/B	102	102	102	102	
Staff Instructor, Kaqchikel Maya, part time, 3.9% F/B	585	585	585	585	
Staff Instructor, Kaqchikel Maya, part time, Required Health Insurance	800	800	800	800	
<i>Curriculum Design: Workshop on Graduate Education & Curriculum, YR 1-4</i>					Absolute Priority 1
Graduate Student Assistant, 3.9% F/B	242			242	
<i>Outreach Activities</i>					
Outreach Program Manager, 24.2% F/B	4,541	4,655	4,771	4,891	
Summer Educator Institutes Abroad, Faculty Instructor, summer salary (YR 1 Cuba, YR 3 Guatemala), 5.1% F/B	204		128		
Outreach Graduate Assistant, 3.9% F/B	242	242	242	242	

	Y1: 2018- 2019	Y2: 2019- 2020	Y3: 2020- 2021	Y4: 2021- 2022	Priorities & National Need
<i>Competitive Priorities: Internationalization of the Curriculum with Xavier University</i>					
Tulane Faculty Coordinator, summer salary, 5.1% F/B	102	102	102	102	
Fringe Benefits Subtotal	13,616	13,479	13,925	14,349	

3. TRAVEL

<i>Library: LASER Librarians Meeting YR 1 & YR 3</i>				
Tulane Librarian, domestic airfare	500		500	
Tulane Librarian, local transportation	100		100	
Tulane Librarian, meals per diem, 3 nights (no lodging)	200		200	
<i>Language Instruction: Professional Development for Spanish, Portuguese, Haitian Creole language faculty to attend professional meetings & training</i>				
3 faculty, domestic airfare, 1 trip per year	1,500	1,500	1,500	1,500
3 faculty, local transport, \$100/each allowance	300	300	300	300
3 faculty, lodging & meals, 3 nights	2,050	2,050	2,050	2,050
<i>Language Instruction: ILCLA/STLILLA Symposium on Indigenous Languages, YR 1 & 3</i>				
Faculty & NRC Staff, domestic travel, 4 travelers	2,000		2,000	
Faculty & NRC Staff, local transport, 4 travelers	400		400	
Faculty & NRC Staff, lodging & meals, 4 travelers, 4 nights	2,944		2,944	
<i>Language Instruction: VAULT-LAS Collaboration Univ. of Oregon Workshop, YR 1, 3 Vanderbilt University</i>				
Faculty & NRC Staff, domestic travel, 3 travelers	1,000		1,000	
Faculty & NRC Staff, local transport, 3 travelers	300		300	
Faculty & NRC Staff, lodging & meals, 3 travelers, 5 nights	6,000		6,000	
<i>Outreach: Summer Educator Institutes (YR 1 Cuba, YR 2 US, YR 3 Guatemala, YR 4 NOLA)</i>				
Program Manager, foreign airfare, YR1 & YR3	800		1,000	
Program Manager, domestic airfare, YR2		500		
Faculty Instructor, foreign airfare, YR1 & YR3	800		1,000	
Program Manager, lodging & meals (Washington DC \$244/day for 12 days), YR2		2,928		
Program Manager, foreign per diem (lodging and meals - Havana \$200/day 15 days, Guatemala \$182/day 12 days), YR1 & YR3	3,000		2,184	
Faculty Instructor, foreign per diem (lodging and meals - Havana \$200/day 15 days, Guatemala \$182/day 12 days), YR1 & YR3	3,000		2,184	
<i>Outreach: Program Manager to attend 2 professional education organization meetings per year, regional & national</i>				
Program Manager, domestic airfare	500	500	500	500
Program Manager, domestic per diem, 5-7 nights per year	1,500	1,000	1,500	1,500

**Absolute Priority 2,
Competitive Priority 2**

Absolute Priority 2

	Y1: 2018- 2019	Y2: 2019- 2020	Y3: 2020- 2021	Y4: 2021- 2022	Priorities & National Need
<i>Competitive Priorities: Global Studies Conference on NRC, Community College, & MSI Collaboration, YR 2,3,4 Travel</i>					Competitive Priority 1
NRC Staff, domestic airfare		600	600	600	
NRC Staff, local transport		100	100	100	
NRC Staff, lodging & meals, 3 nights		680	680	680	
Travel Subtotal	26,894	10,158	27,042	7,230	

4. EQUIPMENT

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5. SUPPLIES

<i>Language Instruction: Promotion</i>					Absolute Priority 2, Competitive Priority 2
Printing of promotional materials for Portuguese & Haitian Creole courses	200	200	200	200	
Non-food supplies for Portuguese & Haitian Creole language instruction activities	200	200	200	200	
<i>Outreach: Teaching Latin America through Literacy</i>					Absolute Priority 2, Competitive Priority 2
Materials for research collections & school libraries	2,000	2,000	2,000	2,000	
Purchase of new materials for <i>Pebbles Center</i> collection, New Orleans Public Library	1,200	1,200	1,200	1,200	
Printing of promotional and event materials	500	500	500	500	
<i>Outreach: New Approaches to the Use of Film Resources in the K-12 Classroom</i>					Absolute Priority 2, Competitive Priority 2
Materials for Tulane lending library collection	500	500	500	500	
<i>Outreach: Integrating Latin America into STEM Education</i>					
Plant clippings	300	300	300	300	
Printing	500	500	500	500	Absolute Priority 2, Competitive Priority 2
<i>Outreach: Mapping Latin America</i>					
Printing	500	500	500	500	
Supplies Subtotal	5,900	5,900	5,900	5,900	

6. CONTRACTUAL

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7. CONSTRUCTION

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8. OTHER

<i>Impact and Evaluation</i>				
Graduate Student Assistant, 100%, hourly, 20 hrs/wk, AY	6,200	6,200	6,200	6,200
<i>Impact and Evaluation: Longitudinal Portuguese Proficiency Project</i>				
Cost of AAPL tests for Portuguese language students	600	600	600	600
Database Designer, professional service fees	2,000	1,000		
<i>Impact and Evaluation: Assessment of Admission Criteria</i>				

	Y1: 2018- 2019	Y2: 2019- 2020	Y3: 2020- 2021	Y4: 2021- 2022	Priorities & National Need
Evaluation/Assessment Specialist, professional service fees	4,000	1,000			Absolute Priority 1
<i>Commitment to Subject Area: Central American Forum on Human Development, YR 1 & YR3</i>					
4 Guest Scholars from Central America, international airfare, \$800/each	3,200		3,200		
2 Guest Scholars from Europe, international airfare, \$1200/each	2,400		2,400		
6 Guest Scholars from U.S., domestic airfare, \$400/each	2,400		2,400		
12 Guest Scholars, housing & meals per diem in New Orleans, \$237/day, 4 nights	11,376		11,376		
12 guest scholars, local transportation, New Orleans, \$100/person	1,200		1,200		
<i>Library: Latin American Library Workshops on Special Collections, 8 day residencies, Years 1-3</i>					
Guest Scholar, domestic airfare	600	600	600		
Guest Scholar, housing & meals per diem in New Orleans \$237/day, 8 days	1,896	1,896	1,896		
Guest Scholar, local transportation	115	115	115		
Guest scholar, professional service fees for workshop presentations	5,000	5,000	5,000		
Graduate Student Research Assistant, 30 hours @ \$15/hour	450	450	450		
<i>Non-Language Instruction: New Course Development Professional Schools</i>					Absolute Priority 1
Visiting Scholar, one each year from Brazil, Chile, Ecuador, and Bolivia, 30-day residency, professional service fees	15,000	15,000	15,000	15,000	
Visiting Scholar, foreign airfare	1,400	1,400	1,400	1,400	
<i>Language Instruction: Professional Development for Spanish, Portuguese, Haitian Creole language faculty to attend professional meetings & training</i>					
Membership and/or professional training fees for 3 faculty	1,000	1,000	1,000	1,000	
<i>Language Instruction: Promotion</i>					
Graphic design for promotional materials for LCTL language courses, professional service fees	500	500			
<i>Language Instruction: Indigenous Languages</i>					
Chor'ti' Language Tutoring via on-line, professional service fees	7,000		7,000		
Yucatec Maya Language Tutoring via on-line, professional service fees		7,000		7,000	
<i>Language Instruction: ILCLA/STLILLA Symposium on Indigenous Languages, YR 1 & 3</i>					
Sponsorship fees, conference expense	500		1,000		
<i>Language Instruction: VAuLT-LAS Collaboration Univ. of Oregon Workshop, YR 1, 3 Vanderbilt University, Module Production YR 2 & 4</i>					
Room & technology costs of workshop at Vanderbilt (shared), YR1 & YR3	1,000		1,000		

	Y1: 2018- 2019	Y2: 2019- 2020	Y3: 2020- 2021	Y4: 2021- 2022	Priorities & National Need
Production, professional service fees, University of Oregon, for modules in Kaqchikel (YR2), Haitian Creole & Portuguese (YR. 4)		3,000		3,000	Absolute Priority 1
<i>Curriculum Design: Workshop on Graduate Education & Curriculum, YR 1-4</i>					
Graduate Student Assistant, 10/hrs per week AY, 20 hrs/wk SUM, 100% effort	6,200			6,200	
3-day Curriculum Workshop, 7 presenters, domestic airfare to New Orleans, \$600/each		1,300		1,300	
3-day Curriculum Workshop, 7 presenters, housing & meals per diem in New Orleans, \$237/day, 3 days		4,977		4,977	
3-day Curriculum Workshop, 7 presenters, local transportation, \$100/each		700		700	
3-day Curriculum Workshop, 7 presenters, professional service fees, \$3000/each		21,000		21,000	
<i>Curriculum Design: Conference on Economics & Area Studies, 2-day conference, New Orleans, YR 2</i>					Absolute Priority 1
8 guest scholars, domestic airfare, \$600/each		4,800			
8 guest scholars, housing & meals per diem in New Orleans, \$237/day, 3 nights		5,688			
8 guest scholars, professional service fees, \$1500/each		12,000			
<i>Outreach Activities</i>					
Graduate Student Assistant, 100%, hourly, 20 hrs/wk, AY only	6,200	6,200	6,200	6,200	
<i>Outreach: Teaching Latin America through Literacy</i>					Absolute Priority 2, Competitive Priority 2
Presenter, Global Read Webinar Series, professional service fees	300	300	300	300	
Presenter, Literacy Workshop, professional service fees		200	200		
Advertising Expenses	100	100	100	100	
Presenter, bilingual programming at the <i>Pebbles Center</i> , professional service fees	500		500		
<i>Outreach: Master Teacher Workshops</i>					Absolute Priority 2, Competitive Priority 2
Presenters (2), professional service fees	1,500	1,500	1,500	1,500	
Graphic Designer, professional service fees	400	200	400	200	
Presenters, domestic airfare	700	700	700	700	
Presenters, lodging & meals in New Orleans at \$237/day, 3 nights	1,422	1,422	1,422	1,422	
<i>Outreach: New Approaches to the Use of Film Resources in the K-12 Classroom</i>					
Curriculum Consultant, professional service fees	500	1,000	1,200	500	
Website Developer, professional service fees	2,000	1,500	1,000	500	
Soundcloud audio hosting website fees	200	200	200	200	
<i>Outreach: Integrating Latin America into STEM Education</i>					Absolute Priority 2, Competitive Priority 2

	Y1: 2018- 2019	Y2: 2019- 2020	Y3: 2020- 2021	Y4: 2021- 2022	Priorities & National Need
Celebración Latina at the Audubon Zoo - sponsorship fees for Children's Activities Tent (Latin America/STEM themed art projects)	1,000	1,000	1,000	1,000	Absolute Priority 2, Competitive Priority 2
Presenter, professional service fees		500		500	
Presenter, domestic airfare		700		700	
Presenter, lodging & meals		1,200		1,200	
Curriculum Consultant, professional service fees	500	500	500	500	
<i>Outreach: Mapping Latin America</i>					
Cartographer, professional service fees	1,000		1,000		
Curriculum Consultant, professional service fees		500		500	
<i>Outreach: Summer Educator Institutes (YR 1 Cuba, YR 2 US, YR 3 Guatemala, YR 4 NOLA)</i>					Competitive Priority 1
Workshop materials		200		1,200	
Presenter, domestic airfare				500	
Presenter, lodging & meals in New Orleans \$237/night, 6 nights				1,400	
Presenter, professional service fees				2,000	
<i>Outreach: Latin American Foodway & Cuisine with the New Orleans Culinary & Hospitality Institute, Ray Charles Program at Dillard, New Orleans Center for Creative Arts, Delgado Community College, YR1-4</i>					
Guest Chef/Presenter, professional service fees	500	500	500	500	
Guest Chef/Presenter, domestic airfare	600	600	600	600	
Guest Chef/Presenter, lodging & meals in New Orleans \$237/night, 3 nights	711	711	711	711	
					Competitive Priority 1
<i>Outreach: Latin American Nights at the New Orleans Museum of Art YR1-YR4</i>					
Sponsorship fees, New Orleans Museum of Art	1,000	1,000	1,000	1,000	
Performers/Authors/Artists, professional service fees	1,000	1,000	1,000	1,000	
Performers/Authors/Artists, domestic airfare	500	500	500	500	
Performers/Authors/Artists, lodging & meals in New Orleans \$237/night, 2 nights	474	474	474	474	
<i>Outreach: Community Events</i>					
Sponsorship of Special Activities with Community College, Parks, & Community Organizations, professional service fees, performers/speakers/authors	2,000	2,000	2,000	2,000	
<i>Outreach: CLASP/NRC Collaborations</i>					Competitive Priority 1
Teacher Presenter, domestic airfare, to attend CLASP/NRC Teacher Training Network <u>institute/workshop</u>	1,000	1,000	1,000	1,000	
Teacher Presenter, lodging & meals support, to attend CLASP/NRC Teacher Training Network <u>institute/workshop</u>	1,000	1,000	1,000	1,000	
Membership Fees, 5 K-12 institutions to join CLASP	250	250	250	250	
<i>Competitive Priorities: Internationalization of the Curriculum with Xavier University, Faculty Development</i>					

	Y1: 2018- 2019	Y2: 2019- 2020	Y3: 2020- 2021	Y4: 2021- 2022	Priorities & National Need
Xavier faculty liaison, professional service fees, coordination of project at Xavier	2,000	2,000	2,000	2,000	Competitive Priority 1
Xavier/Tulane coordinated events, Presenter, professional service fees	500	500	500	500	
Xavier faculty participant, foreign or domestic airfare, 3 faculty	2,400	2,400	2,400	2,400	
Xavier faculty development, foreign or domestic lodging & meals, 3 faculty	6,000	6,000	6,000	6,000	
<i>Competitive Priorities: Global Studies Conference on NRC, Community College, & MSI Collaboration</i>					
Miscellaneous meeting costs for hosting at Tulane, i.e. room rental, technology needs, non-food supplies	3,000				
MSI/Community College faculty/staff, domestic airfare, 2 travelers to attend conference		1,200	1,200	1,200	
MSI/Community College faculty/staff, local transport, 2 travelers to attend conference		200	200	200	
MSI/Community College faculty/staff, lodging & meals, 2 travelers to attend conference, 3 nights		1,360	1,360	1,360	
Other Subtotal	113,294	135,843	100,754	112,194	
9. SUBTOTAL Direct Costs	229,652	232,643	218,736	209,678	
10. INDIRECT COST 8%	18,372	18,611	17,499	16,774	
TOTAL NRC Funds Requested	248,024	251,254	236,234	226,452	
11. TRAINING STIPENDS (Itemized Attached)	309,000	309,000	309,000	309,000	
GRAND TOTAL Requested	557,024	560,254	545,234	535,452	

FLAS Proposed Budget FY18-21
Stone Center for Latin American Studies, Tulane University

Y1: 2018- Y2: 2019- Y3:2020- Y4: 2021-
2019 2020 2021 2022

TRAINING STIPENDS

<i>Academic Year Graduate Awards</i>				
8 Academic Year Institutional Payments @ \$18,000/each per year	144,000	144,000	144,000	144,000
8 Academic Year Subsistence Allowances @ \$15,000/each per year	120,000	120,000	120,000	120,000
<i>Academic Year Subtotal</i>	<i>264,000</i>	<i>264,000</i>	<i>264,000</i>	<i>264,000</i>
<i>Summer Undergraduate & Graduate Awards</i>				
6 Summer Institutional Payments @ \$5,000/each per year	30,000	30,000	30,000	30,000
6 Summer Subsistence Allowances @ \$2,500/each per year	15,000	15,000	15,000	15,000
<i>Summer Year Subtotal</i>	<i>45,000</i>	<i>45,000</i>	<i>45,000</i>	<i>45,000</i>
TOTAL FLAS FUNDS	309,000	309,000	309,000	309,000